



Fairbanks North Star Borough School District

# K-12 MUSIC CURRICULUM



**Adopted: March 7, 2017**

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# **ACKNOWLEDGEMENTS**

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## **ADDITIONAL RECOGNITION**

We would also like to recognize the Board Curriculum Advisory Committee, the Fairbanks North Star Borough Board of Education and the many teachers, administrators, parents, and community members who have so willingly given of their time and expertise in the planning and revision process of this document.

# PHILOSOPHY & MISSION STATEMENTS

## PHILOSOPHY

Music is a federally recognized core subject in which a student participates physically, socially, emotionally, intellectually, creatively, and aesthetically. This curriculum outlines a musical foundation through which students learn to express themselves through singing, playing instruments, listening, moving, and composing. The skills attained through the study of music benefit the student in all areas of the curriculum and life.

## MISSION

The Fairbanks North Star Borough School District will provide students a balanced, comprehensive, and sequential program of study in music.

The FNSBSD Music Curriculum will include:

- A variety of content in general music, choir, band, orchestra, and additional optional music courses.
- Relationships of music to other disciplines.
- Allowance for a variety of instructional methods.
- The development of analytical thinking through creating, presenting, responding, and connecting to music.
- Cooperative learning skill needed to participate in a musical group.
- The use of technology.
- A classroom environment that fosters lifelong appreciation and involvement in music.

# EXPLANATION OF TERMS

## **Alaska Content Standards for Art (AKAS)** (Revised March, 2006)

Standards adopted by the State Board of Education for what students should be learning in core subject areas. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience.

<https://education.alaska.gov/akstandards/standards/>

## **Alaska Cultural Standards**

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

<https://education.alaska.gov/akstandards/#c3gtabs-cultural>

## **Core Subject**

Band, choir, and orchestra are courses that must be offered at all traditional secondary schools and should be given priority over Optional Additional Music Courses. All Traditional secondary students must have band, choir, and orchestra classes available every semester at their individual school site. Core subjects (band, choir, and orchestra) must not be eliminated in order to allow for Optional Additional courses such as guitar, steel drums, or world music courses.

## **Mastery Core Objectives**

Statements that document specific, essential tasks which students are expected to accomplish in a given grade level or course.

## **Ongoing Learner Goals**

Objectives that are fostered and reinforced on every suitable occasion. Mastery is not assigned to a specific grade level or course.

## **Optional Additional Courses**

Courses such as guitar, world music, steel drums, and other chamber ensembles may be offered as schedule and staffing permit. Optional Additional Music Courses are of lesser priority than Core Subjects band, choir, and orchestra. Optional Additional Music Courses must not replace Core Music Subjects as described above.

## **Readiness Standards**

Expected indicators of student readiness for entering each grade level. In other words, concepts and/or skills students should possess for participation in said course.

## **Suggested Activities**

Strategies and activities that enable teachers to help students achieve Mastery Core Objectives.

## **Guaranteed and Viable Curriculum (GVC)**

A guaranteed and viable curriculum is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.





FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

# MUSIC CURRICULUM



## ELEMENTARY (K-5)

Adopted: March 7, 2017

# **General Music**

# KINDERGARTEN

<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize that music has a steady beat</li> <li>• Sing in tune</li> <li>• Utilize shared space</li> <li>• Experience music from various cultures</li> <li>• Begin to develop appropriate audience behavior</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b>  <b>AKAS:</b> A.1-3  <b>NAME:</b> Cr1.1.Ka, Cr2.1.Ka, Cr3.1.Ka, Pr4.2.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explore and experience steady beat</li> <li>• Recognize musical contrasts (such as same/different)</li> <li>• Explore rhythm using iconic notation</li> </ul>	<ul style="list-style-type: none"> <li>• Pat a steady beat while listening, singing or rhythmically speaking</li> <li>• Show with movement the difference between long and short sounds</li> <li>• Echo or answer rhythm patterns using quarter notes, eighth notes, and quarter rests with body pats, claps, or instruments</li> </ul>
<p><b>Melody</b>  <b>AKAS:</b> A.1-3  <b>NAME:</b> Pr4.2.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of high and low pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Move hands or body up or down to show pitch</li> <li>• Speak and sing using high and low sounds</li> </ul>
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> A.1-3, C.2  <b>NAME:</b> Pr4.2.Ka, Pr4.3.Ka, Re7.2.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of musical contrasts such as loud and soft sounds</li> <li>• Demonstrate awareness of expressive qualities such as tempo, dynamics, and voice quality</li> </ul>	<ul style="list-style-type: none"> <li>• Create loud and soft sounds using instruments and the voice</li> <li>• Show with movement the difference between fast and slow music</li> <li>• Create movement with body or scarves to identify loud, soft, fast, and slow while listening to music</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2  <b>NAME:</b> Pr5.1.Ka, Pr5.1.Kb, Pr6.1.Ka, Pr6.1.Kb</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing simple songs</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Perform music with expression with guidance</li> <li>• Apply feedback to refine performances</li> </ul>	<ul style="list-style-type: none"> <li>• Echo-sing short phrases in a five-note range: D-A</li> <li>• Sing songs using call and response</li> <li>• Sing songs with a group and alone, accompanied and unaccompanied</li> <li>• Perform sound effects to a story</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Movement</b></p> <p><b>AKAS:</b> A.1-3, C.2 <b>NAME:</b> Cr1.1.Kb, Re8.1.1a, Re9.1.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize shared space</li> <li>• Create movement to music</li> <li>• Explore and perform locomotor and non-locomotor movements</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, jog, skip, hop, gallop, tip-toe and march through space without touching others</li> <li>• Create a scattered formation with others</li> <li>• Perform motions such as swinging, shaking, and stretching in place</li> </ul>
<p><b>Connecting</b></p> <p><b>AKAS:</b> D.1-2 <b>NAME:</b> Cn10.0.Ka, Cn11.0.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that one's own culture creates music</li> <li>• Draw a picture that conveys the mood of the music</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> </ul>
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1, 3 <b>NAME:</b> Cr2.1.Ka, Pr4.1.Ka, Re7.1.Ka, Re9.1.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Practice active listening and audience etiquette</li> <li>• State personal interest in varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate audience member behavior during a concert or peer performance</li> <li>• Experience a variety of vocal textures</li> <li>• Recognize different kinds of voices</li> <li>• Listen to and label short musical phrases as the same or different</li> </ul>

# Grade 1

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Pat steady beat while listening to music</li> <li>• Speak and sing using high and low sounds</li> <li>• Distinguish between loud/soft, fast/slow, long/short</li> <li>• Sing songs with a group from rote</li> <li>• Demonstrate walking, jogging, jumping, and gentle patting</li> <li>• Know that other cultures create music</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Keep the steady beat</li> <li>• Recognize high/low, loud/soft, fast/slow</li> <li>• Sing in tune</li> <li>• Utilize shared space</li> <li>• Experience music from various cultures</li> <li>• Demonstrate appropriate audience behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p><b>AKAS:</b> A.1, B.1 <b>NAME:</b> Cr2.1.1b, Pr4.2.1a, Cr3.1.1a, Pr4.2.1b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate steady beat</li> <li>• Perform, read, notate, and identify quarter notes, quarter rests, and eighth notes</li> <li>• Understand the difference between the beat and the rhythm</li> <li>• Read basic rhythm patterns using iconic or standard notation</li> </ul>	
<p><b>Melody</b></p> <p><b>AKAS:</b> A.1, B.1, C.1 <b>NAME:</b> Cr1.1.1a, Pr4.2.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of melodic contour</li> <li>• With guidance, create/improvise limited melodic patterns</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.1a, Pr4.3.1a, Re7.2.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and describe music’s expressive qualities (such as dynamics and tempo)</li> <li>• Identify how music concepts are used for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Show same and different phrases with arm movement overhead arcs</li> <li>• Show tempos with corresponding movement</li> <li>• Use different tempos for one song and determine which works best</li> <li>• Use body locomotor movement to show awareness of loud and soft in a piece, e.g., march to loud, tiptoe to soft, etc.</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.1a, Pr5.1.1b, Pr6.1.1a, Pr6.1.1b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within the range of D-A</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Perform music with expression with limited guidance</li> <li>• Apply feedback to refine performances</li> </ul>	<ul style="list-style-type: none"> <li>• Echo-sing short phrases</li> <li>• Accurately sing intervals between so, mi, and la</li> <li>• Create new words to a song and perform</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.2-3, C.2  <b>NAME:</b> Cr1.1.1a, Re8.1.1a, Re9.1.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize shared space</li> <li>• Explore and perform locomotor and non-locomotor movements</li> <li>• Create movement to music</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate walking, skipping, running, hopping, jumping, and galloping without touching others</li> <li>• Perform in place motions such as jumping, twisting, clapping, patting, and stretching</li> <li>• Perform simple dances in circles, lines, and with partners</li> <li>• Move expressively to music showing same and different phrases</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.1a, Cn11.0.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple phrases in another language</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Identify a personal experience that could form the basis of a song</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening /Responding</b>  <b>AKAS:</b> C.1, 3  <b>NAME:</b> Cr2.1.1a, Pr4.1.1a, Re7.1.1a, Re9.1.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Practice active listening and audience etiquette.</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify singular or multiple instrument sounds</li> <li>• During school performances sit calmly and listen quietly</li> <li>• Understand the difference between pitched and unpitched instruments</li> <li>• Classify classroom instruments by family</li> <li>• Identify children and adult voices in listening examples</li> <li>• Listen to music related to students' cultural background</li> </ul>

# Grade 2

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Read, notate, perform quarter note, quarter rests, and eighth notes</li> <li>• Understand upward and downward melodic contour</li> <li>• Understand dynamics and tempo affect mood</li> <li>• Sing in tune within range of D-A</li> <li>• Utilize shared space while performing locomotor activities</li> <li>• Know that other cultures create music</li> <li>• Understand the difference between steady beat and rhythm</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p>AKAS: A.1-3, B.1 NAME: Cr1.1.2a, Cr2.1.2b, Cr3.1.2a, Pr4.2.2b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform, read, notate, and identify quarter notes, quarter rests, half notes, half rests, eighth notes</li> <li>• Recognize, interpret and improvise basic rhythm patterns by using standard notation</li> </ul>	
<p><b>Melody</b></p> <p>AKAS: A.1-3, B.1, C.1 NAME: Cr1.1.2b, Cr3.1.2a, Pr4.2.2a, Pr4.2.2b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform and improvise melodic patterns using iconic or standard notation</li> </ul>	



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.2a, Pr4.3.2a, Re7.2.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent</li> <li>• Describe how music concepts are used to support a specific purpose in music</li> </ul>	<ul style="list-style-type: none"> <li>• Move to the dynamics of a song in an appropriate way or to show either gradual or sudden change</li> <li>• Move to the steady beat of music, changing as the beat gradually or suddenly changes tempo</li> <li>• Listening to music and use manipulatives of different shapes to show the form of the music</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, D.3  <b>NAME:</b> Pr5.1.2a, Pr5.1.2b, Pr6.1.2a, Pr6.1.2b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within range D-B</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Perform music with expression and technical accuracy</li> <li>• Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>• Explore speaking, whispering, singing and calling voices</li> <li>• In a small group or as an individual, sing a rote song using stated qualities</li> <li>• Sing rote songs and simple melodies in tune using do, re, mi, so, la</li> <li>• Perform simple rhythmic, melodic, and harmonic ostinatos</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.1-2, C.2  <b>NAME:</b> Cr1.1.2a, Re8.1.2a, Re9.1.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform/create locomotor and non-locomotor movements</li> <li>• Perform/create sequenced movements with guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Add leaping and sliding to movement repertoire</li> <li>• Create 2 or 3 beat patterns to accompany a song using such actions as patting, clapping, or snapping</li> <li>• Perform simple dances in circles, lines, and with partners</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.2a, Cn11.0.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or Perform action songs, singing games, and dances of various cultures and genres</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Discuss personal experiences that could form the basis of songs</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b>  <b>AKAS:</b> C.1, 3  <b>NAME:</b> Cr2.1.2a, Pr4.1.2a, Re7.1.2a, Re9.1.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music from various cultures and genres</li> <li>• Practice active listening and audience etiquette</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various instrument families and voices</li> <li>• Recognize two or more pitches sounding simultaneously</li> <li>• Listen to examples and decide if a song has an accompaniment</li> </ul>

# Grade 3

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Read, notate, perform quarter note, quarter rests, half notes, half rests, and eighth notes</li> <li>• Know melodies move in steps, leaps, and repeated notes</li> <li>• Sing in tune within range of D-B</li> <li>• Recognize two or more pitches sounding simultaneously</li> <li>• Be able to use combinations of locomotor and non-locomotor skills</li> <li>• Know that other cultures create music</li> <li>• Demonstrate the difference between steady beat and rhythm</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p><b>AKAS:</b> A.1-3, B.1  <b>NAME:</b> Cr1.1.3a, Cr1.1.3b, Cr2.1.3b, Cr3.1.3a, Pr4.2.3b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform, read, notate, and identify quarter, half, whole, eighth, sixteenth, and dotted half, notes and rests</li> <li>• Recognize, improvise, and-interpret basic rhythm patterns using standard notation</li> <li>• Understand that grouping of beats is called meter</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduce written rhythms by using body percussion or classroom instruments</li> <li>• Aurally identify and perform rhythms</li> <li>• Compose, notate, and perform rhythms and ostinatos in simple meters</li> </ul>
<p><b>Melody</b></p> <p><b>AKAS:</b> A.1-3, B.1, C.1  <b>NAME:</b> Cr1.1.3a, Cr1.1.3b, Cr3.1.3a, Pr4.2.3a, Pr4.2.3b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, and improvise melodic phrases and ostinatos in treble clef using iconic and standard notation</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a song that could include, so<sup>1</sup>, la<sup>1</sup>, do, re, mi, so, la, do<sup>1</sup></li> <li>• Play recorders reading notes on the treble staff, G, A, B, and E</li> <li>• Play melodic instruments reading notes on the treble staff</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.3a, Pr4.3.3a, Re7.2.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how intent is conveyed through expressive qualities (such as dynamics and tempo)</li> <li>Describe how a response to music can be informed by the structure and context</li> </ul>	<ul style="list-style-type: none"> <li>Create a sound piece that uses the various dynamic markings</li> <li>Create a piece with a specific form using classroom instruments or recorders</li> <li>Create an introduction and coda to a song using classroom instruments</li> <li>Play recorders using fermatas</li> <li>Explore ways that the timbre of an instrument affects the mood of the piece</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.3a, Pr5.1.3b, Pr6.1.3a, Pr6.1.3b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Sing in tune within range C-D1</li> <li>Perform appropriately for the audience and specific purpose</li> <li>Perform music with expression and technical accuracy</li> <li>Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the effectiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>Sing rote songs in tune using so<sup>1</sup>, la<sup>1</sup>, do, re, mi, so, la, do<sup>1</sup></li> <li>Sing or play a melody that could include above intervals</li> <li>Use the singing voice in creative ways to characterize a chosen text through pitch, volume, tempo and timbre</li> <li>Sing or play ostinatos, counter-melodies, 2-part rounds, and partner songs</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.1-2, C.2  <b>NAME:</b> Cr1.1.3a, Pr6.1.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Perform/create locomotor and non-locomotor movements</li> <li>Perform/create sequenced movements with limited guidance</li> </ul>	<ul style="list-style-type: none"> <li>Perform hand jives and singing games using both locomotor and non-locomotor movements</li> <li>Experience AB and ABA form through movement</li> <li>Perform more complex dances in circles, lines, and with partners</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.3a, Cn11.0.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>Listen, sing, move, or play instruments to Alaska Native music</li> <li>Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>Identify individual experiences that provide context for the musical works of others</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1-3  <b>NAME:</b> Cr2.1.3a, Pr4.1.3a, Pr6.1.3b, Re7.1.3a, Re9.1.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music of various cultures and genres</li> <li>• Demonstrate active listening and audience etiquette</li> <li>• Evaluate musical works applying established criteria</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify music excerpts as solo voices or harmony with or without accompaniment</li> <li>• Identify brass, woodwind, string, percussion, and voice</li> <li>• Identify different vocal timbres</li> <li>• Understand that three or more pitches played simultaneously make up a chord</li> <li>• Identify melody vs. accompaniment</li> </ul>

# Grade 4

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Read, notate, perform quarter note, quarter rests, half notes, half rests, whole notes, whole rests, and eighth notes</li> <li>• Understand meters of 2/4, 3/4, 4/4</li> <li>• Recognize melodic patterns of same, different, or similar</li> <li>• Read standard treble clef notation</li> <li>• Sing in tune within range C-D<sup>1</sup></li> <li>• Perform locomotor and non-locomotor movements alone and with a group</li> <li>• Know that other cultures create music</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p>AKAS: A.1-3, B.1 NAME: Cr1.1.4a, Cr1.1.4b, Cr2.1.4b, Cr3.1.4a, Pr4.2.4b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, notate, and identify quarter notes and rests, half notes and rests, whole notes and rests, dotted half notes, eighth notes, and sixteenth notes</li> <li>• Improvise rhythmic ideas within meter</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, identify, and create rhythms in a variety of meters</li> <li>• Identify 2/4, 3/4, 4/4 and C meters</li> <li>• Improvise rhythmic solos in a piece</li> </ul>
<p><b>Melody/Harmony</b></p> <p>AKAS: A.1-3, B.1, C.1 NAME: Cr1.1.4a, Cr1.1.4b, Cr3.1.4a, Pr4.2.4b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, and improvise melodic phrases and ostinatos using standard notation in treble clef</li> <li>• Play and improvise harmonic ideas to a melody</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a simple known song by its notation</li> <li>• Name notes when presented</li> <li>• Read notes to play a simple melody</li> <li>• Create melodies using instruments or singing</li> <li>• Add counter-melodies ostinatos, or I and V chords to a song</li> <li>• Sing songs using so<sub>1</sub>, la<sub>1</sub>, do, re, mi, fa, so, la, ti, and do<sup>1</sup></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.4a, Pr4.3.4a, Re7.2.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre)</li> <li>• Explain how responses to music are informed by the structure and context</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases in songs and listening examples</li> <li>• Add, label, and perform tempo markings and dynamics to music, readings, or dramatizations to reflect emotion</li> <li>• Describe how texture affects mood of a piece</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.4a, Pr5.1.4b, Pr6.1.4a, Pr6.1.4b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation</li> <li>• Sing in tune within range B1 to Eb</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the accuracy and expressiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>• Sing rote songs and sight sing in tune using so<sup>1</sup>, la<sup>1</sup>, do, re, mi, fa, so, la, ti, and do<sup>1</sup></li> <li>• Sing and play partner songs and canons</li> <li>• Sing songs in harmony</li> <li>• Perform 2 or 3-part music on a variety of classroom instruments</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.2-3, C.2  <b>NAME:</b> Cr1.1.4a, Pr6.1.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform/create locomotor and non-locomotor movements</li> <li>• Perform sequenced movements</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform movement ostinato</li> <li>• Perform dances in lines, circles, concentric circles, and with partners</li> <li>• Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.4a, Cn11.0.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> <li>• Investigate careers in music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, sing, move, and/or play instruments to music from other cultures</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Discuss personal experiences that provide context for the musical works of others</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1-3  <b>NAME:</b> Cr2.1.4a, Pr4.1.4a, Pr6.1.4b, Re7.1.4a, Re9.1.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music of various cultures and genres</li> <li>• Demonstrate active listening and audience etiquette</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> <li>• Evaluate musical works applying established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Experience major and minor tonalities and their effect on mood</li> <li>• Identify the four instrument families and the instruments within each, including world instruments and different ensembles</li> <li>• Identify melody vs harmony; counter melodies</li> </ul>



# Grade 5

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand rhythmic notations</li> <li>• Understand treble clef notation</li> <li>• Understand tempo and dynamic markings</li> <li>• Sing in tune within range B<sub>1</sub>-E<sup>b</sup><sub>1</sub></li> <li>• Sing songs in two parts</li> <li>• Demonstrate more complex movements in a group</li> <li>• Understand melodic contour</li> <li>• Identify instrumental and vocal sounds</li> <li>• Experience music from other cultures, including Alaska Native cultures</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p>AKAS: A.1-3, B.1 NAME: Cr1.1.5a, Cr1.1.5b, Cr2.1.5b, Cr3.1.5a, Pr4.2.5b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, notate, and identify quarter, half, whole, dotted half, eighth, sixteenth, dotted quarter/eighth notes</li> <li>• Improvise rhythmic ideas within meter</li> <li>• Explore syncopation</li> </ul>	
<p><b>Melody/Harmony</b></p> <p>AKAS: A.1-3, B.1, C.1 NAME: Cr1.1.5a, Cr1.1.5b, Cr3.1.5a, Pr4.2.5b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, and improvise melodic phrases and ostinatos in major and minor tonalities using standard notation in treble clef</li> <li>• Create and use counter-melodies to a song</li> <li>• Improvise harmonic ideas and patterns to a melody</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AK. Content Standards:</b> A.A.1-5  <b>National:</b> 2,5-6</p> <p><small>This category was added on 10/15/2018 - in curriculum previously adopted in 2010.</small></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• understand theme and variation</li> <li>• review changing dynamic and tempo markings</li> <li>• identify musical road-map markings such as: coda, D.S., first and second endings, D.C. al fine</li> <li>• explore rondo form</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally identify music composed in theme and variation form</li> <li>• Compose and perform a sound piece using theme and variation form</li> </ul>
<p><b>Performing</b></p> <p><b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.5a, Pr5.1.5b, Pr6.1.5a, Pr6.1.5b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within a range of B<sub>b1</sub> to E<sub>1</sub></li> <li>• Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Apply teacher-provided and established criteria to rehearse and evaluate the accuracy and expressiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs using full major and minor tonalities</li> <li>• Sing rote songs in tune using so<sub>1</sub>, la<sub>1</sub>, do, re, mi, fa, so, la, ti, and do<sup>1</sup></li> <li>• Sing or play pieces with two or three independent parts on a variety of classroom instruments</li> <li>• Perform three and four part rounds with accompaniment</li> </ul>
<p><b>Movement</b></p> <p><b>AKAS:</b> B.1-2, C.2  <b>NAME:</b> Cr1.1.5a, Pr6.1.5a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform/create sequenced movements with others</li> </ul>	<ul style="list-style-type: none"> <li>• Create movement to show form</li> <li>• Perform dances in lines, circles, concentric circles, and with partners</li> <li>• Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion</li> </ul>
<p><b>Connecting</b></p> <p><b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.5a, Cn11.0.5a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Investigate careers in music</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, sing, move, and/or play instruments to music from other cultures</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Discuss individual experiences and other influences that provide context for the musical work of others</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1, 3  <b>NAME:</b> Cr2.1.5a, Pr4.1.5a, Pr6.1.5b, Re7.1.5a, Re9.1.5a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music of various cultures and genres</li> <li>• Evaluate musical works applying established criteria</li> <li>• Model active listening and audience etiquette</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific instruments or voice classifications, including changed/unchanged voices by listening</li> <li>• Aurally identify instruments of band and orchestra ensembles</li> </ul>

# **CHOIR**

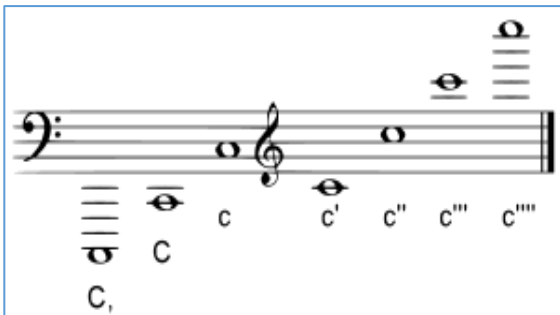
# CHOIR

<p><b>Grades:</b> 3-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Choir</i> offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the teacher’s directions</li> <li>• Understand basic music fundamentals (preferred but not required)</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Develop ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to sing in-tune, singing with uniform vowel and consonant production</li> <li>• Use proper warm-up techniques and understand voice care</li> <li>• Sing with expression using proper tone quality, posture, diction, and breathing</li> <li>• Develop good breath support through exercises involving active use of the major breathing muscles</li> <li>• Identify pitch and melodic patterns as they appear in the treble clef; review contour of melodic lines</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Tank</i>, the <i>Siren</i>, and the <i>Snake</i> exercises (see Appendix)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Sing: a cappella, unison with accompaniment, partner songs, two- and three-part rounds, and easy two-part music</li> <li>▪ Songs using sign language</li> <li>▪ Songs from a variety of cultures, periods, and styles, including foreign languages</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing, Vols. I &amp; II</i>, etc.</li> <li>• Sing songs from folk, popular, art, spirituals, novelty, and patriotic literature</li> </ul>
<p><b>Ear Training</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Correctly sing major and minor intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that the children can hear the voices and better assess where improvement is needed</li> </ul>
<p><b>Reading Fundamentals</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing using solfa, numbers, or note names</li> <li>▪ Recognize standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter and 8th notes, and corresponding rests</li> <li>▪ Recognize and respond to the following forms: AB, ABA, Rounds and Canon</li> <li>• Read notes in treble clef musical road map signs in music</li> <li>• Identify and apply accidentals not in key signatures</li> <li>• Follow one line of music within a score</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Play games to reinforce the treble clef (e.g., <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]; <i>Around the World</i> with treble clef flash cards)</li> </ul>
<p><b>Performance Skills</b> AKAS: b.1-3, C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Prepare and polish music for concerts</li> <li>• Sing songs from memory with balance in an ensemble</li> <li>• Show correct stage presence to reflect the style of the music</li> <li>• Demonstrate appropriate concert behavior</li> <li>• Follow: the conductor cues for entrances and releases</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform movement sequences</li> <li>• Create movement to compliment a song</li> <li>• Apply appropriate posture while singing, both sitting and standing</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of performance; discuss and write an evaluation of skills</li> <li>• Practice <i>The Ladder</i> exercise (see Appendix)</li> <li>• Perform as a soloist or in a small group</li> <li>• Perform in concert</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Listening</b> <b>AKAS:</b> C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>▪ Listen to vocal recordings</li> </ul>	<ul style="list-style-type: none"> <li>• Attend choir and various vocal performances</li> <li>• Have students listen, as you play major, minor intervals</li> </ul>

# ORCHESTRA





# BEGINNING ORCHESTRA

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences. Recommended minimum contact time is 90 minutes per week, during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use poster sized pictures of the instruments and labels with magnetic stick on tape so students can place the labels on the posters</li> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ proper bow grip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Posture rubric (checklist)</li> <li>• Use bow exercises to reinforce proper bow grip and technique</li> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate and post pictures</li> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major tetrachord</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start</li> <li>○ use of fourth finger for violin and viola</li> </ul> </li> <li>• Introduce minor tetrachord</li> </ul>	<ul style="list-style-type: none"> <li>• Use guitar-style pizzicato to begin</li> <li>• Use tapes for finger placement (car detail tape is recommended for the tape)</li> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Play <i>Mary Had a Little Lamb</i>, or <i>Hot Cross Buns</i> using F natural fingering for the minor tetrachord</li> <li>• Pizzicato only in the beginning</li> <li>• Twinkle killer (no open strings)</li> <li>• Twinkle extreme (variations)</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the <i>Full Bow</i> exercise (Bow Speed Chart)</li> <li>• <i>Bow Only</i> activities to reinforce proper right arm movement</li> </ul>
<p><b>Ear Training</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Echo playing</li> <li>• Sing scale in solfege</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ tempo markings: moderato, andante, and allegro</li> <li>○ sharp, and natural signs</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> <li>○ in the keys of D and G major</li> </ul> </li> <li>• Introduce musical forms AB and ABA</li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Use Twinkle to teach ABA form</li> <li>• Use spelling worksheets to reinforce literacy</li> <li>• Pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to E5</li> <li>○ Viola: G3 to E5</li> <li>○ Cello: G2 to E4</li> <li>○ Bass: G2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops)</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop an understanding on concert etiquette, both as a performer and as an audience member</li> </ul>	<ul style="list-style-type: none"> <li>• Downloadable NAME etiquette worksheet</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for C, D, and G major</li> <li>• Recognize and name signatures 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, and G-major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> </ul>
<b>Sight Reading</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Introduce sight reading skills including awareness of:               <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ accidentals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Elements Book 2</i>, uses the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>

# INTERMEDIATE ORCHESTRA

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> <i>Beginning Orchestra</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Orchestra</i> is designed for those students who are not quite ready for advanced strings, but who are past the beginning stage. Time will be spent developing individual technique and playing orchestra literature in which students must follow separate parts. There may be opportunities for performances. Recommended minimum contact time is 90 minutes per week, during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Beginning Orchestra</i></li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use poster sized pictures of the instruments and labels with magnetic stick on tape so students can place the labels on the posters</li> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ proper bow grip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and reinforce</li> <li>• Posture rubric (checklist)</li> <li>• Use bow exercises to reinforce proper bow grip and technique</li> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate and post pictures</li> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, and hooked bowing</li> <li>○ Minor tetrachord</li> <li>○ Fourth finger for violin and viola</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use tapes for finger placement (car detail tape is recommended for the tape)</li> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Minor tetrachord use <i>Mary Had a Little Lamb</i>, <i>Hot Cross Buns</i>, <i>Twinkle</i> (with a Bb and F natural), <i>Yankee Doodle</i> Major and Minor</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and reinforce</li> <li>• Use full bow exercise</li> </ul>
<p><b>Ear Training</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Echo playing</li> <li>• Singing the scale in solfege</li> <li>• Play simple tunes by rote</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ the following tempo markings: moderato, andante, allegro, largo, vivace, and ritardando</li> <li>○ sharp and natural signs</li> <li>○ Reinforce musical forms AB, ABA, and introduce A A1 B A1 (sonata form)</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> </ul> </li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Theme and variations (on Twinkle, for example)</li> <li>• Spelling worksheets</li> <li>• pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to B5</li> <li>○ Viola: C3 to E5</li> <li>○ Cello: C2 to E4</li> <li>○ Bass: E2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops)</li> <li>• Rhythm flashcards</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  AKAS: B.2-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of concert etiquette both as a performer and as an audience member</li> </ul>	<ul style="list-style-type: none"> <li>• Downloadable NAME etiquette worksheet</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D and G major</li> <li>• Recognize and name time signatures 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, and G-major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>
<b>Sight Reading</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Reinforce sight reading skills including awareness of:               <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ Accidentals</li> <li>○ signs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>-tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>



# ADVANCED ORCHESTRA

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> <i>Intermediate Orchestra</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Advanced Orchestra</i> is designed for those students who have developed sufficient technique and musical independence to play standard graded orchestral literature successfully. Time will be spent reinforcing and developing individual playing technique, and rehearsing literature of a wide range of styles. Opportunities for performance may be available. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Intermediate Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Technique</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• introduce: <ul style="list-style-type: none"> <li>○ shifting techniques</li> <li>○ vibrato techniques</li> </ul> </li> <li>○ refine and expand: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ Minor tetrachord</li> <li>○ bow arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing, and loure bowing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Balance point for bow especially for spiccato bowing</li> <li>• Minor for <i>Mary Had A Little Lamb, Hot Cross Buns, Yankee Doodle</i></li> </ul>
<p><b>Tone Quality</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plays simple note pattern; then students echo trying to copy the same</li> <li>• Use full bow exercises</li> </ul>
<p><b>Ear Training</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce tuning the instrument to A440 from an electronic tuner</li> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Figuring out simple melodies by ear</li> <li>• Echo playing</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ tempo markings: moderato, andante, allegro, largo, vivace, and ritardando</li> <li>○ sharp and natural signs</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> <li>○ various signs as they occur in the music: repeat, solo/soli/tutti/divisi/unison, accent, staccato, marcato, first and second endings, D.C al fine, fermata, D.S. al coda</li> <li>○ in the keys of D and G, major</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Use worksheets to reinforce</li> <li>• Pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to B5</li> <li>○ Viola: C3 to E5</li> <li>○ Cello: C2 to E4</li> <li>○ Bass: E2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth, dotted quarter, sixteenth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4, and common time</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<p>To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops) Rhythm flashcards</p>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ ability to play independent line within an ensemble</li> <li>○ awareness of all voices within an ensemble</li> <li>○ awareness of all voices within an ensemble</li> <li>• Develop an understanding of concert etiquette both as a performer and as an audience member</li> </ul>	
<p><b>Notation, Composition, &amp; Improvisation</b>  <b>AKAS:</b> A.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D, G, C and F major</li> <li>• Recognize and name time signature 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, and F major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrases</li> <li>• Improvise simple rhythmic and melodic ostinato</li> </ul>
<p><b>Sight Reading</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo marking</li> <li>○ accidentals</li> <li>○ signs (e.g., bowings, repeats, D.C. &amp; D.S. al fine /al Coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Elements Book 2</i>, uses the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>

**BAND**

# BEGINNING BAND

<p><b>Grades:</b> 4-5  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Band</i> is open to any student without previous music experience, or to those with less than one year of experience. The instruments taught are those normally found in band class. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the teacher’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Identify parts of the instrument by their proper names</li> <li>• Properly assemble and disassemble the instrument</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Care for reeds properly</li> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> <li>• Instruction for cork grease application</li> <li>• Instruction for slide grease/oil application</li> <li>• Instruction for valve oil application</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Lubricant removal/application water removal</li> </ul>	
<p><b>Playing Posture</b>  <b>AKAS:</b> B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul> <p><b><u>Woodwinds &amp; Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet percussion instruments-and auxiliary percussion instruments as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Compare <i>good</i> and <i>bad</i> position</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>• Stop playing, watch and listen when the conductor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Develop appropriate practice techniques</li> <li>• Develop and utilize appropriate warm-up techniques</li> <li>• Develop appropriate resting position and playing position</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Teacher demonstrations</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Develop awareness of ways to improve tone production</li> <li>• Develop embouchure and tonguing techniques (proper cheek, mouth, and mouthpiece position)</li> <li>• Develop the ability to produce a steady airstream</li> </ul> <p><b><u>Woodwinds and Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ use proper breathing techniques and breath support</li> <li>◦ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>◦ produce an even sound with both hands while playing appropriate level rudiments</li> <li>◦ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> <li>• Call and response on instruments</li> <li>• Breathing exercises such as breathing gym</li> <li>• Comparing airstream to a hose or sprinkler or balloon</li> </ul>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank method</li> <li>• Mouthpiece playing such as sirens and simple songs</li> <li>• Call and response using specific articulations</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques (cont.)</b></p>	<p><b><u>Woodwinds Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Reed instruments tongue the tip of the reed</li> <li>• Flutes tongue behind the top teeth</li> <li>• Steady, consistent tone</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to tongue and use slurs</li> <li>• Changing partials</li> <li>• Buzzing consistent tone</li> </ul> <p><b><u>Trombone Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Introduce legato tonguing for slurs</li> </ul>	
<p><b>Percussion Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ play the following skills, flam, single stroke, multiple bounce stroke, high sticks (accent), low sticks</li> <li>◦ steady beat</li> </ul> </li> </ul> <p><b><u>Bass Drum Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ play with proper technique to include muting with opposite hand or knee</li> </ul> </li> </ul> <p><b><u>Mallet Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ alternate hands/sticking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Playing with a metronome</li> <li>• Lap playing</li> <li>• Call and response</li> <li>• Touch playing bells</li> </ul>
<p><b>Aural Skills &amp; Application</b></p> <p>AKAS: A.1, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ identify the tuning mechanisms of the instrument</li> <li>◦ sing given pitch</li> <li>◦ identify highness and lowness of pitch</li> <li>◦ match pitch on instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Website: <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Aural Skills &amp; Application</b> <b>(cont.)</b>	<u><b>Woodwinds and Brass Instruments</b></u> Develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument	
<b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Name and play the notes on their instruments aligned with the pitch ranges below (as learned in their method book)</li> <li>• Identify and play sharp, flat, according to the needs of the particular instrument</li> <li>• Identify and play exercises and/or pieces in the key of concert b<sup>b</sup> major</li> </ul> <u><b>Woodwinds and Brass Instruments</b></u> <ul style="list-style-type: none"> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Mad minutes (note naming)</li> <li>• Flute: a4 to g5 (a' - g'')</li> <li>• Oboe: a4 to g5 (a' - g'')</li> <li>• Bassoon: g2 to g3 (g - g)</li> <li>• Clarinet: b3 to a4 (b - a')</li> <li>• Alto saxophone: f#-f#4 to e5 (f# - e'')</li> <li>• Tenor saxophone: a4 to a5 (a' - a'')</li> <li>• Cornet or trumpet: b3 to a4 (b' - a'')</li> <li>• Horn: d4 to d5 (d' - d'')</li> <li>• Trombone or baritone/euphonium: a2 to g3 (a - g)</li> <li>• Tuba: a1 to g2 (c, - g)</li> </ul>
<b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:             <ul style="list-style-type: none"> <li>◦ count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, double eighth</li> <li>◦ introduce 3/4 and 2/4 meters</li> <li>◦ perform in 4/4 time</li> <li>◦ perform rhythm patterns incorporating fermatas and ties</li> <li>◦ introduce pickup note (anacrusis)</li> <li>◦ introduce the concept of internalizing the beat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> <li>• Rhythm Flash Cards</li> </ul>
<b>Melodic</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Introduce correct phrasing techniques</li> <li>• Introduce dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during warm-ups</li> <li>• Pencil in breath marks as needed in music</li> <li>• Play familiar, simple tunes by ear</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Melodic (cont.)</b>	<ul style="list-style-type: none"> <li>Identify the beginning and end of phrase</li> <li>Understand direction of pitches within the melody or line</li> </ul>	
<b>Symbols &amp; Terms</b> <b>AKAS:</b> A.2, B.1, C.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop ability to: <ul style="list-style-type: none"> <li>demonstrate knowledge of various signs as they occur in the music: repeat sign, solo/ tutti/divisi/unison, fermata, final bar line, bar lines, measures, breath marks, clefs, time signatures, multiple measure rests</li> <li>identify and define the following dynamic markings: p, f and the symbols for crescendo and decrescendo</li> <li>interpret fingering charts for their instrument</li> <li>identify concert B<sup>b</sup> major key signature</li> <li>Identify and demonstrate knowledge of common time and 4/4 time signatures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post terms around the room</li> <li>Use <i>Sound Innovations</i> book to reinforce and introduce concepts</li> </ul>
<b>Notation &amp; Composition</b> <b>AKAS:</b> A.1-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>Reverse mad minutes</li> <li>Rhythm dictation</li> </ul>
<b>Sight Reading</b> <b>AKAS:</b> A.2-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>Weekly sight reading</li> </ul>
<b>Critical Listening &amp; Analysis</b> <b>AKAS:</b> B.1, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop knowledge of various styles of music other than current popular trends through listening in the classroom</li> <li>Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>Performance reports</li> <li>Play recordings of standard band repertoire</li> <li>Attending and evaluating live performances</li> </ul>

# INTERMEDIATE BAND

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Band</i> is designated for those students who are not ready for advanced band, but are past the beginning stage. The class will spend time on technical exercises as well as standard band literature in preparing students for advanced band. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Follow the instructor’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Properly assemble and disassemble the instrument</li> <li>• Identify parts of by their proper names</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Care for reeds properly</li> <li>• Demonstrate proper lubrication of the instrument (e.g., what to use, what not to use, how to use)</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<b>The Instrument (cont.)</b>	<b>Brass Instruments</b> <ul style="list-style-type: none"> <li>Water removal</li> </ul>	
<b>Playing Posture</b> AKAS: B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Continue development of proper playing posture: total body, arm, hand, wrist, and finger position</li> <li>Position chair, stand, and body to be able to watch the conductor at all times in a section</li> </ul> <b>Woodwinds &amp; Brass Instruments</b> <ul style="list-style-type: none"> <li>Continue to properly support the instrument while sitting or standing to play</li> <li>Proper neck-strap adjustment when applicable</li> </ul> <b>Percussion Instruments</b> <ul style="list-style-type: none"> <li>Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrations</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> AKAS: A.1-3, B.1-3, C.1-3, D.102 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Continue to:               <ul style="list-style-type: none"> <li>understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>stop playing, watch and listen when the conductor stops the ensemble</li> <li>demonstrate appropriate concert etiquette as an audience member and performer</li> <li>develop practice techniques</li> <li>develop and utilize appropriate warm-up techniques</li> <li>Reinforce proper playing and resting positions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practice sheets</li> <li>Micro-practice (little sections)</li> </ul>
<b>Tone Quality</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Continue development of sounds demonstrating the characteristic tone quality of the instrument</li> <li>Continue to develop awareness of ways to improve tone production</li> <li>Continue to improve steady airstream</li> </ul>	<ul style="list-style-type: none"> <li>Long tones</li> <li>Long note championship</li> <li>Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality (cont.)</b></p>	<p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ improve proper breathing techniques, proper embouchure, and use of tongue</li> <li>◦ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion -</u></b></p> <ul style="list-style-type: none"> <li>• continue to develop ability to: <ul style="list-style-type: none"> <li>◦ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>◦ produce an even sound with both hands while playing appropriate level skills</li> <li>◦ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks</li> </ul> </li> </ul>	
<p><b>Woodwind &amp; Brass Techniques</b></p> <p><b>AKAS:</b> A.3, B.1-2, C.3, D.1</p> <p><b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> </ul> <p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tonguing and airstream techniques</li> <li>• Introduce octave embouchure change for high and low notes for flute players</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to use slurs on melodic phrases and consecutive partials (lip slurs)</li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Develop proper slur techniques with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Mouthpiece playing (sirens and simple songs)</li> <li>• Call and response using specific articulations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Percussion Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Snare Drum</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify and play the following skills flam, single stroke, multiple bounce stroke, high sticks (accent), low sticks, lead hands (both hands)</li> <li>○ play with snares off</li> <li>○ Make appropriate decisions on hand/sticking choice</li> </ul> </li> </ul> <u><b>Bass Drum, Cymbals, and Auxiliary Percussion</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play with proper technique ( to include muting with opposite hand or knee for bass drum)</li> </ul> </li> </ul> <u><b>Mallet Percussion</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play rolls on suspended cymbal and triangle</li> <li>○ play indicated scales</li> <li>○ Make appropriate decisions on hand/sticking choice</li> </ul> </li> </ul> </p>	<ul style="list-style-type: none"> <li>• Lap playing</li> <li>• Call and response</li> <li>• Playing with a metronome</li> </ul>
<p><b>Aural Skills &amp; Application</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b>  <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ identify and utilize the tuning mechanisms of the instrument</li> <li>○ sing given pitch</li> <li>○ Match pitch on instrument</li> <li>○ Identify highness and lowness of pitch</li> </ul> </li> </ul> <u><b>Woodwinds and Brass</b></u>  <ul style="list-style-type: none"> <li>• Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Call and response</li> <li>• <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes on their instruments aligned with the pitch ranges below (as learned in their method and repertoire)</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Identify and play scales in the keys of Concert B<sup>b</sup> and E<sup>b</sup> major</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Introduce-alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Write out Concert B<sup>b</sup> and E<sup>b</sup> scales on their instrument</li> <li>• Scale exercises in Sound Innovations</li> <li>• Mad Minutes</li> <li>• Reverse mad minutes</li> <li>• Note bingo</li> <li>• Recommended Instrument Ranges according to the American Standard Pitch Notation (Helmholtz Pitch Notation):  Flute: -F4 to Bb5 (f' - bb'')  Oboe: F4 to Bb5 (f' - bb'')  Bassoon: G2 to Bb3 (G - bb)  Clarinet: G3 to Bb4 (G - bb')</li> <li>• Alto Saxophone: D4 to G5 (d' - g'')</li> <li>• Tenor Saxophone: F4 to C6 (f' - c''')</li> <li>• Cornet or Trumpet: Bb3 to C5 (bb - c'')</li> <li>• F Horn: Bb3 to Eb5 (bb - eb'')</li> <li>• Trombone or Baritone/Euphonium: G2 to Bb3 (G - bb)</li> <li>• Tuba: G1 to Bb2 (G, -Bb)</li> </ul>
<p><b>Rhythmic-Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth</li> <li>• Develop the ability to count and perform rhythm patterns including dotted half notes, single eighths, and percussion to include sixteenth notes</li> <li>• Define and perform in 4/4 (common time), 3/4 and 2/4</li> <li>• Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes</li> <li>• Reinforce the concept of internalizing the beat</li> <li>• Continue to develop the skill of counting through multiple measure rests</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Rhythmic dictation</li> <li>• Rhythm Flash Cards</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic-Awareness</b>  <b>AKAS:</b> A.3, B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ balance within the section and within the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play familiar, simple tunes by ear</li> <li>• Play scales with dynamics and balance</li> </ul>
<p><b>Symbols &amp; Terms</b>  <b>AKAS:</b> A.2, B.1, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ continue to demonstrate knowledge of various signs and terms as introduced in Beginning Band</li> <li>○ demonstrate knowledge of various signs and terms including articulation, double bar line, right-facing repeat, first and second endings, staccato, legato/tenuto, accent, D.C. al fine, D.S. al fine, one measure repeat sign</li> <li>○ define the following dynamic markings: p, mp, mf, f and the symbols for crescendo and decrescendo</li> <li>○ identify key signatures for Bb and Eb Major</li> <li>○ Identify and demonstrate knowledge of common time, 4/4 and 3/4 time signatures</li> <li>○ introduce the following tempo markings: largo, andante, and introduce formal organizations: round/canon, theme and variations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Matching terms quiz</li> </ul>
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-2, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales and key signatures</li> <li>• Write out rhythms</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Reverse mad minutes</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Sight Reading</b> <b>AKAS:</b> A.2-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<b>Critical Listening &amp; Analysis</b> <b>AKAS:</b> B.1, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> </ul>

# ADVANCED BAND

<p><b>Grades:</b> 5-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Advanced Band</i> is designed for students who have successfully completed <i>Beginning Band</i> and/or <i>Intermediate Band</i>. The class will spend time on technical exercises as well as appropriate level band literature in preparing students for middle/junior high school and high school bands. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Be able to follow the instructor’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Possess knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Properly assemble and disassemble the instrument</li> <li>• Identify parts of instrument by their proper names</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument repair day</li> <li>• Instrument demonstrations</li> <li>• Place posters of instruments around room</li> <li>• Assist instructor in deep cleaning of instruments at the end of the year</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate reed strength in relation to student progress</li> <li>• Continue to use proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Use of main tuning slide</li> <li>• Lubricant removal/application</li> <li>• Water removal</li> </ul>	
<p><b>Playing Posture</b>  <b>AKAS:</b> B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times within the band</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>○ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>○ stop playing, watch and listen when the conductor stops the ensemble</li> <li>○ understand appropriate concert etiquette as an audience member and a performer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Silent rehearsals (Monk Day)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>○ develop appropriate practice techniques</li> <li>○ develop and utilize appropriate warm-up techniques</li> <li>○ reinforce appropriate playing and resting position</li> </ul>	
<b>Tone Quality</b> <b>AKAS:</b> A.3, B.1-2, C.3, D.1 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development of sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Continue to improve steady airstream</li> <li>• Continue to develop awareness of ways to improve tone production</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ improve proper breathing techniques, proper embouchure, and use of tongue</li> <li>○ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level skills</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, and sticks</li> </ul> </li> <li>• Begin to make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, tenuto, staccato, and slurs</li> </ul> <p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tonguing and airstream techniques</li> <li>• Reinforce octave embouchure change for high and low notes for flute players</li> <li>• Introduce and reinforce going over the break for clarinets</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to use slurs on melodic phrases and consecutive partials (lip slurs)</li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper slur technique with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Mouthpiece playing such as sirens and simple songs</li> <li>• Call and Response using specific articulations</li> </ul>
<p><b>Percussion Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum</u></b></p> <ul style="list-style-type: none"> <li>• Identify and play the following skills: single paradiddle, flam, flam tap, five-stroke roll, nine-stroke roll</li> <li>• Play single stroke and double stroke rolls</li> <li>• Introduce basic rudiments</li> <li>• Play-with snares off</li> <li>• Introduce rim and rim-shot techniques</li> </ul> <p><b><u>Bass Drum, and Cymbals</u></b></p> <ul style="list-style-type: none"> <li>• Play with proper technique to include muting with opposite hand or knee</li> </ul> <p><b><u>Mallet Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Play single rolls on timpani, suspended cymbal and triangle</li> <li>• Play indicated scales</li> <li>• Make appropriate decisions on hand/sticking choice</li> </ul>	<ul style="list-style-type: none"> <li>• Play scales on piano</li> <li>• 40 essential rudiments</li> <li>• Play with metronome</li> <li>• Lap playing</li> <li>• Chair drumset</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Aural Skills &amp; Application</b>  AKAS: A.1, B.1-2, C.3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ identify and utilize the tuning mechanisms of the instrument</li> <li>○ sing given pitch</li> <li>○ match pitch on instrument</li> <li>○ introduce the concept of tuning within a section and the whole group</li> </ul> </li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Introduce adjustment of tension on all types of drum heads and to tune timpani, all with the aid of the instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Call and response</li> <li>• <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and play scales in the keys of Concert Bb and Eb, F</li> <li>• Write the scales listed above</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Introduce and reinforce alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises and worksheets</li> <li>• Mad minutes</li> <li>• Reverse mad minutes</li> <li>• Note bingo</li> <li>• Range builders</li> <li>• Recommended Instrument Ranges according to the American Standard Pitch Notation (Helmholtz Pitch Notation):  Flute: F4 to C6 (f' - c''')  Oboe: F4 to C6 (f' - c''')  Bassoon: G2 to C4 (G - bb)  Clarinet: G3 to G5 (G - g''')  Alto Saxophone: D4 to A5 (d' - a'')  Tenor Saxophone: D4 to C6 (d' - c''')  Cornet or Trumpet: A3 to D5 (a - d'')  Horn: A3 to Eb5 (a - eb'')  Trombone or Baritone/Euphonium: G2 to C4 (G - c')  Tuba: G1 to C3 (G, -c)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Rhythmic Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, double eighth, single eighths, and dotted half, and sixteenth for percussion</li> <li>• Introduce and Develop the ability to count and perform rhythm patterns including syncopated eighths, dotted quarters</li> <li>• Define and perform in 4/4 (common time), 3/4 and 2/4 time</li> <li>• Introduce cut time and 6/8</li> <li>• Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes</li> <li>• Reinforce the concept of internalizing the beat</li> <li>• Continue to develop the skill of counting through multiple measure rests</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Monster Sight Reader</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> <li>• Rhythm dictation</li> <li>• Rhythm Flash Cards</li> </ul>
<p><b>Melodic-Awareness</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ balance within the section and within the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid</i>-when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid. Instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> <li>• Play familiar, simple tunes by ear</li> </ul>
<p><b>Symbols &amp; Terms</b>  AKAS: A.2, B.1, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ define and demonstrate knowledge of various signs as they occur in the music: repeat sign, solo/soli/tutti/divisi/unison-accent, legato/tenuto, staccato, first and second endings, right-facing repeat sign, one measure repeat sign, D.C. al fine, fermata, and D.C. al coda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Introduce march form</li> <li>• Introduce aba form and pattern recognition</li> <li>• Matching terms quiz</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Symbols &amp; Terms (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ define the following dynamic markings: p, mp, mf, f, pp, ff, and the symbols for crescendo and decrescendo</li> <li>○ identify key signatures for Concert Bb, Eb, and F Major</li> <li>○ identify and demonstrate knowledge of common time, 2/4, 3/4 and 4/4 time signatures</li> <li>○ reinforce the following tempo markings: largo, andante, and allegro, and introduce maestoso, moderato, and ritardando</li> <li>○ define and recognize formal organizations: round/canon, theme and variations,</li> <li>○ introduce the terms melody and harmony</li> <li>○ introduce tacet, arpeggio, syncopation</li> </ul>	
<p><b>Sight Reading</b> AKAS: A.2-3, B.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<p><b>Notation &amp; Composition</b> AKAS: #1, #2, #3, #4, #10 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Reverse mad minutes</li> <li>• Write the aforementioned key signatures and scales in concert pitch and transposed pitch</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Rhythm dictation</li> </ul>
<p><b>Critical Listening &amp; Analysis</b> AKAS: B.1, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> </ul>

# JAZZ BAND

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be enrolled in band or orchestra unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. Recommended minimum contact time is 60 minutes per week.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.2-3, B.1-2, C.2-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Woodwinds</b></u></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of: <ul style="list-style-type: none"> <li>◦ alternate fingers</li> </ul> </li> </ul> <p><u><b>Brass</b></u></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of: <ul style="list-style-type: none"> <li>◦ upper range</li> <li>◦ alternate positions/fingerings</li> </ul> </li> </ul>	
<p><b>Rhythm Section Techniques</b>  <b>AKAS:</b> A.2-3, B.1-2, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Piano</b></u></p> <ul style="list-style-type: none"> <li>• Introduce ability to: <ul style="list-style-type: none"> <li>◦ know and use introductory chord symbols such as dominant 7</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Use common chord symbols in comping technique for piano and mallet instruments</li> <li>• Basic drumset beats like swing and rock</li> <li>• Basic jazz bass comping including I and V in time</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythm Section Techniques (cont.)</b>	<p><b><u>Bass</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a knowledge of and ability to:               <ul style="list-style-type: none"> <li>◦ know and use introductory chord symbols such as dominant 7</li> <li>◦ keep accurate time</li> </ul> </li> </ul> <p><b><u>Guitar</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a knowledge of and ability to:               <ul style="list-style-type: none"> <li>◦ identify and play introductory chord</li> </ul> </li> </ul>	
<b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of basic chord construction and symbols for major, minor, and dominant 7 chords</li> </ul>	
<b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of how notes and phrases are played in swing, Latin, and rock styles</li> </ul>	<ul style="list-style-type: none"> <li>• Count out rhythms and write them on the board</li> <li>• Warm ups on rhythms</li> <li>• Scales on new rhythms and articulations</li> </ul>
<b>Melodic Awareness</b> AKAS: A.3, B.1-2, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of:               <ul style="list-style-type: none"> <li>◦ correct phrasing techniques in varying jazz styles</li> <li>◦ balance within the section</li> <li>◦ balance within the total ensemble</li> </ul> </li> </ul> <p><b><u>Lead Trumpet, Trombone, and Alto Saxophone</u></b></p> <ul style="list-style-type: none"> <li>◦ abilities required of this position</li> </ul> <p><b><u>Rhythm Section</u></b></p> <ul style="list-style-type: none"> <li>◦ ability to play as a unit and in response to the large ensemble or a soloist</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-ups with different dynamics</li> <li>• Listening across the ensemble</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: A.3, B.1-2, C.1-2, D.1-2 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the following jazz articulations: fall off short and long, glissando</li> <li>• Develop a knowledge of accent markings and how they are performed in varying jazz styles</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing jazz font</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Improvisation</b>  AKAS: A.3, B.1-2, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge and technique to improvise solos using common major and minor scales</li> <li>• Introduce ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music</li> </ul>	<ul style="list-style-type: none"> <li>• Scale examples: (major, dorian, mixolydian, bebop, blues)</li> </ul>
<p><b>Musical Styles</b>  AKAS: A.1-3, B.1-3, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce ability to define and play differing musical styles related to the jazz ensemble idiom such as swing and straight eighth notes</li> <li>• Introduce common jazz forms such as 12 bar blues and ABA</li> </ul>	<ul style="list-style-type: none"> <li>• Other examples: 12 bar song form, 32 bar song form, AABA, ABAC</li> <li>• Funk, rock, swing, and Latin genres</li> </ul>
<p><b>Sight Reading</b>  AKAS: A.2-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce ability to sight read appropriate level literature</li> </ul>	<ul style="list-style-type: none"> <li>• Accidentals and alternate fingerings</li> <li>• Key signature and time signature reinforcement</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  AKAS B.1, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of varying jazz styles and performers through classroom listening and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	

# **Alternate Style**

# BEGINNING GUITAR

<p><b>Grades:</b> 5-6  <b>Length:</b> One Quarter or One Semester or Yearlong (<i>Designed to be flexible: possibly two one-quarter courses, one semester, or a full year-long course</i>)  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>          In <i>Beginning Guitar</i>, students will be introduced to beginning techniques of playing the guitar. These techniques may include: reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instruments outside the classroom</li> <li>• Develop and refine ability to make critical and constructive criticism of one’s own performance and the performance of others</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of the instrument</li> <li>• Locate strings by letter name and/or number</li> <li>• Demonstrate proper care and maintenance of the instrument:             <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques, in and out of the case</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have a poster/or posters on which the students may practice labeling the parts</li> <li>• Have students create acronyms for the string names, lowest to highest e.g., every apple does go bad eventually (elmo ate dynamite good-bye elmo)</li> <li>• Fat string, big number (6), skinny string small number (1)</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Playing Posture</b> AKAS: B.1, D.1 NAME:	<ul style="list-style-type: none"> <li>o proper storage of the case</li> </ul> <b>Students will:</b> <ul style="list-style-type: none"> <li>• Keep the back straight</li> <li>• Placement of guitar body on upper leg</li> <li>• Optional use of foot stand</li> <li>• Angle of guitar neck</li> <li>• Correct left and right hand position</li> </ul>	<ul style="list-style-type: none"> <li>• Model the correct playing posture and have students copy and model back to teacher</li> <li>• Introduce foot stool and guitar strap</li> </ul>
<b>Tone Quality</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop good tone through the use of a pick and/or strumming with the right hand</li> <li>• Become aware of dynamics through the use a pick or strumming with the right hand</li> <li>• Be aware that tone development is affected by the correct placement and pressure of the left hand fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Introduce the use of right hand fingernails for playing</li> </ul>
<b>Tuning Techniques</b> AKAS: B.2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Gain an awareness of the sounds of the instrument being in tune</li> </ul>	<ul style="list-style-type: none"> <li>• Use of tuning devices such as Snark</li> </ul>
<b>Rhythmic Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop the ability to use various strumming patterns appropriate for the style</li> </ul>	<ul style="list-style-type: none"> <li>• Strum a quarter note pattern in 2/4, 3/4, and 4/4 time</li> <li>• Follow the rhythmic pattern of the melody</li> <li>• Strum one time per measure as appropriate for the song being accompanied</li> </ul>
<b>Musical Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Read and play chords using a chord chart</li> <li>• Read and play melodies using tab and/or standard notation in first position</li> <li>• Identify the strings in a chord frame, and be able to place the correct fingers on the correct strings</li> <li>• Explore the Spanish terms for the right hand fingers</li> <li>• Identify the symbols for down and up strumming</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested beginning chords: em, am, g, d, c, a, a7, d7, g7, e, e7, f</li> <li>• Be able to identify a treble clef, the names of the lines and spaces</li> <li>• Understand the notation used in tab</li> <li>• Understand the use of ledger lines and their names for playing on the lower strings of the guitar</li> </ul>

# CHAMBER ENSEMBLE

<p><b>Grades:</b> K-6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Ensemble</i> is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to: guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals (preferred, but not required)</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Instrument Care</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the applicable instruments/equipment</li> <li>• Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage</li> </ul>	



<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Performance &amp; Rehearsal Expectations</b>  <b>AKAS:</b> B.2-3, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing and resting positions</li> <li>• Position stand and body to be able to watch the conductor/leader when applicable</li> <li>• Stop playing, watch and listen when the conductor/leader stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument/equipment</li> <li>• Demonstrate increased awareness of ways to improve tone production</li> <li>• Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing</li> </ul>	
<p><b>Music Notation</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable)</li> <li>• Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style)</li> </ul>	
<p><b>Rhythmic Knowledge</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Count and perform rhythm patterns combining various notes and rests appropriate for the age/skill level of the ensemble</li> </ul>	
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Will experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances</li> </ul>	

# ELEMENTARY KEYBOARD

<p><b>Grades:</b> 4-6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>          In <i>Elementary Keyboard</i>, students will be introduced to the piano or electronic keyboard. Students will be introduced to the basics of standard music notation and technique. Recommended contact time is 60 minutes per week.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use keyboard with proper care</li> <li>• Be able to follow the instructor’s directions</li> <li>• Participate cooperatively in a group</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> <li>• Improve technical skills on the keyboard</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn direction of the notes - up is to the right, down is to the left</li> <li>• Recognize the groupings of black keys</li> <li>• Be able to find all the C's, G's and F's in relationship to the black keys, also be able to identify middle C</li> <li>• If an acoustic piano is available, show students how the keys</li> </ul>	<ul style="list-style-type: none"> <li>• Play all the groups of 2 black keys going up or down, alternating hands; repeat playing groups of three black keys</li> <li>• Name all white keys and be able to find them in relationship to black keys</li> <li>• Keyboard worksheets</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn correct posture:             <ul style="list-style-type: none"> <li>○ height adjustments to the seating may be needed for correct posture</li> <li>○ forearms are parallel to the floor with no bend in the wrist</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A footstool is recommended for smaller students, this improves posture and balance, (hanging legs will fall asleep, milk carton crates may work)</li> <li>• Eyes on music not fingers</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Technique</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn: <ul style="list-style-type: none"> <li>○ finger numbers</li> <li>○ RH and LH (abbreviations)</li> <li>○ hands should be in a relaxed position, playing on the fleshy fingertip and outside edge of thumb</li> <li>○ curved fingers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play catch with a bean bag or Cush ball, using a partner or one handed catches, or by oneself, ball or beanbag goes no higher than eyes</li> <li>• Make a balloon with your hands together, wrists touching, tap fingertips together</li> <li>• Tap fingertips to the thumb tip</li> <li>• Wiggle fingers as the finger numbers are called out</li> <li>• Fingernails need to be short</li> </ul>
<p><b>Musical Theory</b>  <b>AKAS:</b> A.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce quarter notes, half notes, and whole notes and counting their value while playing</li> <li>• Learn the music alphabet, forwards and backwards</li> <li>• Learn about moving in octaves by moving from one black key group to another</li> </ul>	<ul style="list-style-type: none"> <li>• Clap rhythms and count the clapping</li> <li>• Write in counting</li> <li>• Rhythm flashcards</li> </ul>
<p><b>Melodic Perception</b>  <b>AKAS:</b> A.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of melody and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• Play hands separately</li> <li>• Play melody with both hands</li> <li>• Play melody and accompaniment with opposite hands</li> </ul>
<p><b>Symbols &amp; Terms</b>  <b>AKAS:</b> A.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize: <ul style="list-style-type: none"> <li>○ treble clef locates notes and keys above middle C</li> <li>○ the bass clef locates notes and keys below middle C</li> <li>○ the grand staff connects notes above and below middle C</li> <li>○ the symbols for quarter, half, whole and dotted half notes and their corresponding rests</li> <li>○ a repeat sign and final bar line</li> <li>○ differentiate line and space notes on a staff and leger lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sharps raise a note by one key</li> <li>• Flats lower a note by one key</li> <li>• Recognize that crescendo and decrescendo are similar to the math symbols greater than and less than</li> <li>• The symbols for slurs and ties</li> <li>• Note naming exercises</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Symbols &amp; Terms (cont.)</b>	<ul style="list-style-type: none"> <li>○ introduce the concept of intervals</li> <li>○ introduce sharps and flats symbols in music</li> </ul>	
<b>Tone Quality</b> <b>AKAS:</b> B.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize that touch changes the sound of the instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Pounding is not allowed</li> <li>• Touch affects tone quality</li> <li>• Dynamics are also affected by how the keys are hit</li> <li>• Staccato articulation is produced as if you are touching something hot, strike the key quickly and release</li> </ul>

# HANDBELL CHOIR

<p><b>Grades:</b> 5-6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Handbell Choir</i> is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Possess physical abilities adequate to play handbells</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Learn the various terminology and vocabulary associated with handbells and ringing</li> <li>• The appropriate care and handling of bells</li> <li>• The identification of individual bells and the sounds they produce</li> <li>• Students learn how to read and play from a simple musical score that uses standard western notation</li> <li>• Follow beat patterns</li> <li>• Work collaboratively as part of a group</li> </ul>	
Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performing</b>  <b>AKAS:</b> B.1-3, C. 1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop handbell techniques: ringing, dampening, shake, thumb damps, martellato, tower swings, weaving, 4-in-hand</li> <li>• Perform:             <ul style="list-style-type: none"> <li>○ a varied repertoire of handbell music alone and with others</li> <li>○ various rhythmic patterns using whole, half, quarter, eighth, and sixteenth notes, along with dotted and triplet patterns, and duple and compound meters as the score indicates</li> <li>○ demonstrate ability to read a handbell score and describe how the elements of music are used</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in scheduled concerts or other musical events</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performing (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ recognize assigned notes and their corresponding accidentals on the music staff and apply them to bell performance</li> <li>○ recognize lead lines-and melody lines in multi- part ringing</li> <li>○ create chords by playing given notes together; create harmony by playing repertoire as an ensemble</li> <li>○ play assigned notes and matching accidentals on handbells; apply various advanced handbell techniques as indicated by the musical</li> <li>○ score (e.g., trills, martellato, mart-lift, echo, thumb damp, plucking, mallet, 4-in-hand, and shelly ringing)</li> <li>○ prepare and polish music for concerts</li> <li>○ demonstrate appropriate concert behavior</li> </ul>	
<p><b>Connecting</b> AKAS: D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify periods of history as handbell use developed</li> <li>• Develop repertoire of various music with understanding of its origins and purpose</li> <li>• Investigate career fields</li> </ul>	<ul style="list-style-type: none"> <li>• Explore various historical, cultural, and pop styles</li> <li>• Use internet to research musical careers</li> </ul>
<p><b>Listening/Analysis</b> AKAS: B.3, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate individual competency in an ensemble setting</li> <li>• Listen to, analyze, and describe examples of handbell music</li> <li>• Evaluate a given musical work in terms of its aesthetic expressive qualities and explain the musical elements used explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Apply theory and methods to proper performance techniques; recognize handbell notation as it applies to various ringing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recordings of various handbell choirs playing a variety of sacred and secular music</li> <li>• Compare/contrast two versions of a handbell piece</li> </ul>

# STEEL PAN ENSEMBLE

<p><b>Grades:</b> 6  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Steel Pan Ensemble</i> is designed for the beginning student who wishes to learn how to play instruments in a steel drum ensemble. Students will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel drum ensemble. <b>This is a progressive skills class which may be repeated for credit.</b></p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument</li> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate awareness of the sweet spot for each note on assigned steel pan</li> </ul>	
<p><b>Musical Literacy</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and natural signs</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic Awareness</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of phrasing as it pertains to form in a piece</li> <li>• Play simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the whole ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	
<p><b>Symbols &amp; Terms</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>• Define and play all indicated tempo markings</li> </ul>	
<p><b>Musical Styles</b>  AKAS: B.1-3, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to varying styles of traditional steel pan music including but not limited to calypso, soca, reggae, and pop arrangements (bomb tunes)</li> </ul>	
<p><b>Sight Reading</b>  AKAS: B.1, 3, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to sight read appropriate level music literature</li> </ul>	
<p><b>Music Appreciation</b>  AKAS: B.1, C.1-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom or attending live performances</li> </ul>	

# WORLD MUSIC

<p><b>Grades:</b> 5-6  <b>Length:</b> One Quarter or One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>World Music</i> is open to students at all levels of music experience. Students will spend time on multicultural music, and music fundamentals. <i>World Music</i> will focus on teaching music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow instructor’s directions</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> <li>• Demonstrate standard behavior appropriate for the contest and style of music performed</li> <li>• Demonstrate correct stage presence to reflect the style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument and voice</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of multicultural music and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending live performances</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Sing songs with percussion and other instruments from various multicultural traditions</li> <li>• Develop solo and accompaniment techniques</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of world instruments</li> <li>• Demonstrate proper care of the instrument including, proper carrying techniques, and proper storage</li> <li>• Recognize the human voice as an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrument families</li> <li>• Sound science, sound waves, vibration, amplification, etc.</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop proper playing posture</li> <li>• Total body, arm, hand, wrist and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate performance and audience etiquette</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor/leader</li> <li>• Develop the ability to play as an ensemble without the use of a conductor/leader</li> <li>• Understand the role of the leader in a drum circle and the traditional values of respect, balance, community, and listening that are intrinsic to world music</li> <li>• Follow the direction of the drum circle's leader</li> <li>• Stop playing, watch, and listen when the conductor stops the ensemble</li> <li>• Use traditional patterns to improvise solo parts</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> <li>• Basic performance and audience etiquette</li> <li>• Listening quizzes</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument and human voice</li> <li>• Develop awareness of ways to improve tone production</li> <li>• Demonstrate awareness of variations in sound which result in using different hand techniques, mallets and sticks relative to placement on the appropriate instrument</li> <li>• Demonstrate techniques for playing various types of drums and percussion equipment and for singing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn vocabulary to describe (i.e., high, low, breathy, warm, thin, full, bright, resonant)</li> </ul>
<p><b>Tuning &amp; Intonation</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to match pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> <li>• Sliding vocal warmups</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Pitch Perception</b>  <b>AKAS:</b> A.1, C.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify highness and lowness of pitch and line contour</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodies on mallet instruments, using a pentatonic scale (black keys on a piano)</li> <li>• Contrast high and low</li> <li>• Relate to direction (R or L) on piano and talk about length of strings</li> <li>• Size of instrument in relation to pitch</li> </ul>
<p><b>Rhythmic Perception</b>  <b>AKAS:</b> B.2, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the difference between beat and rhythm</li> <li>• Understand the concept of beat groupings and divisions (eighth notes/sixteenth notes)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop ability to count and perform rhythm patterns combining various notes and rests including whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth</li> <li>• Define and perform in common time, cut time, 3/4, 2/4 and 6/8</li> </ul>
<p><b>Improvisation</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to create improvised solos using a pentatonic scale, rhythm, tone quality and style appropriate to the music</li> <li>• Improvise new drumming ensemble patterns which are complementary to those played by others in the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Use parameters and specific guidelines for improvisation</li> <li>• Start with four beats</li> <li>• Trading twos or trading fours</li> <li>• Question and answer Call &amp; Response</li> </ul>



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

# MUSIC CURRICULUM



## MIDDLE SCHOOL (6-8)

Adopted: March 7, 2017

# **General Music**

# Grade 6

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform, read, notate, and identify notes, rests, and rhythmic notations</li> <li>• Understand meters of 2/4, 3/4, 4/4, and 6/8</li> <li>• Be able to interpret tempo and dynamic markings</li> <li>• Utilize I -IV -V harmonic settings</li> <li>• Sing in tune within range B<sup>b</sup><sub>1</sub>-E<sup>1</sup></li> <li>• Sing songs with two parts and rounds with three parts</li> <li>• Read treble clef notation</li> <li>• Perform specific movement sequences</li> <li>• Experience music from a variety of cultures in American history, including Alaska Native cultures</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p><b>AKAS:</b> A.1-3, B.1 <b>NAME:</b> Cr1.1.6a, Cr2.1.6b, Cr3.1.6a, Pr4.2.6b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, notate, and identify quarter, eighth, half, dotted half, dotted quarter-eighth, sixteenth, and two-sixteenth/eighth notes and rests, as well as tied rhythms</li> <li>• Use standard notation to document simple rhythmic phrases</li> <li>• Improvise rhythmic ideas within meter</li> </ul>	
<p><b>Melody/Harmony</b></p> <p><b>AKAS:</b> A.1-3, B.1, C.1 <b>NAME:</b> Cr1.1.6a, Cr3.1.6a, Pr4.2.6b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, and improvise melodic phrases and ostinatos in major and minor tonalities using standard notation in treble clef</li> <li>• Create and use counter-melodies to a song</li> <li>• Generate melodic and harmonic phrases within various forms</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.6a, Pr4.3.6a, Re7.2.6a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how their interpretations of the elements of music and expressive qualities convey intent</li> <li>• Describe how elements of music and expressive qualities relate to the structure of a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Sing, play, and compose music using appropriate dynamics, tempos, and articulations</li> <li>• Listen to, play, compose, and/or sing-a variety of forms</li> <li>• Identify coda, D.S., first and second ending, D.C. al fine, interludes</li> <li>• Explain rondo form</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.6a, Pr6.1.6a, Pr6.1.6b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within a range of A<sub>1</sub> to F<sup>1</sup> (for unchanged voice)</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Apply teacher criteria to rehearse, refine and determine when a piece is ready to perform</li> <li>• Perform the music with technical accuracy to convey the composer's intent</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs accurately in major and minor tonalities</li> <li>• Maintain two-part singing and round singing</li> <li>• Perform pieces with two independent parts including: partner songs, counter-melodies, and ostinatos</li> <li>• Sing or play pieces with two or three independent on a variety of classroom instruments</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.1-2, C.2  <b>NAME:</b> Cr1.1.6a, Pr6.1.6a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform/Create sequenced movements with others</li> </ul>	<ul style="list-style-type: none"> <li>• Perform folk dances in circles, concentric circles, lines, and with partners</li> <li>• Create and perform contemporary dance movements, including jazz, modern, and pop to instrumental and vocal music</li> <li>• Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.6a, Cn11.0.6a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Value others aesthetic opinions of music</li> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Investigate careers in music</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, compare, and contrast music from a variety of styles, periods, and cultures</li> <li>• Describe personal aesthetic reactions to a selection of music using musical vocabulary</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Research individual experiences and other influences that provide context for the musical work of others</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1-3  <b>NAME:</b> Cr2.1.6a, Pr4.1.6a, Pr6.1.6b, Re7.1.6a, Re9.1.6a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Support opinions about aesthetic qualities in a selection of music</li> <li>• Identify the context of music of various cultures and genres</li> <li>• Evaluate musical works applying established criteria</li> <li>• Model active listening and audience etiquette</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify musical genres by listening</li> <li>• Compare vocal and instrument timbres in different musical styles and genres</li> <li>• Use thinking maps to compare and contrast musical styles and genres</li> </ul>

# EXPLORATORY MUSIC

<p><b>Grades:</b> 7-8  <b>Length:</b>  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Exploratory Music</i></p>
<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform, read, write, and identify notes, rests, and rhythmic notations</li> <li>• Read easy major key signatures: C, G, D, F, and B<sup>b</sup></li> <li>• Sing in tune range A<sub>1</sub> -F<sup>1</sup></li> <li>• Analyze, compare, and contrast music from a variety of styles, periods, and cultures</li> <li>• Perform, read, identify, and write all major rhythm patterns</li> <li>• Identify, perform, and create melodic sequences</li> <li>• Identify monophonic, polyphonic, and homophonic textures</li> <li>• Perform songs in three independent parts</li> <li>• Recognize opera as a specific art form</li> <li>• Write I, IV, V chords in specific keys</li> <li>• Experience western and world music</li> </ul>

<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b>  AKAS: A.1-3, B.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize: <ul style="list-style-type: none"> <li>◦ 2/4, 3/4, 4/4, common time, and 6/8 meters</li> </ul> </li> <li>• Explore 5/4 and 7/8 meters</li> <li>• read, perform, write, and identify quarter notes and rests, half notes and rests, whole notes and rests, dotted half notes and eighth notes, syncopation, sixteenth notes, and dotted quarter/eighth notes</li> <li>• Improvise rhythmic patterns to create musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, and play a variety of rhythms</li> <li>• Create various rhythmic patterns using previously learned rhythms</li> <li>• Sing, play and compose music in 2/4, 3/4, 4/4 meters, common time, and 6/8 meters</li> <li>• Sing, play, and write music in 5/4 and 7/8 meters</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melody/Harmony</b>  AKAS: A.1-3, C.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience blues scale</li> <li>• Identify major and minor</li> <li>• Introduce scale construction of flats and sharps</li> <li>• Improvise melodic and harmonic patterns using music ideas</li> <li>• Recognize simple harmonic structures and reinforce I, IV, and V chords</li> <li>• Extend knowledge of monophonic, polyphonic, and homophonic texture</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally identify melodic sequences</li> <li>• Perform melodic sequences</li> <li>• Create melodic sequences</li> <li>• Aurally identify a blues scale</li> <li>• Aurally identify music using a blues scale</li> <li>• Write I, IV, and V chords for a specific key</li> <li>• Create a harmonic accompaniment to a song using I, IV, and V chords</li> </ul>
<p><b>Form/Expressive Elements</b>  AKAS: B.1, C.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain theme and variations and rondo</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and describe a fugue</li> <li>• Perform 'a tempo' markings in music</li> </ul>
<p><b>Performing</b>  AKAS: B.2-3, C.3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within a range of A1 to F1 (for unchanged voices)</li> <li>• Three-part songs</li> <li>• Maintain:</li> <li>• Two-part singing</li> <li>• Round singing skills</li> <li>• Improvise vocal melody</li> </ul>	<ul style="list-style-type: none"> <li>• Sing independently with accuracy in major and minor tonalities</li> <li>• Perform songs with three independent parts</li> <li>• Sing question/answer improvisations</li> </ul>
<p><b>Movement</b>  AKAS: B.1-2, C.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize knowledge of motor skills</li> <li>• Create and perform dance and dramatization</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform choreography to accompany instrumental and/or vocal music</li> <li>• Perform contemporary dance movements</li> <li>• Create and perform choreography movements appropriate for various styles of music</li> <li>• Perform complex dances from diverse cultures that may include circles, lines, partner, square dances, and ballroom</li> </ul>
<p><b>Connecting</b>  AKAS: D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience music from varied cultures</li> <li>• Explore various musical forms such as opera, musicals, pop, and jazz</li> <li>• Identify a variety of composers and music, and make historical connections to the music</li> <li>• Investigate careers in music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music of the Renaissance and Baroque periods</li> <li>• Describe careers in music industry</li> <li>• Listen, sing, perform, and discuss music of various cultures</li> <li>• Use internet to research musical careers</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Connecting (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> </ul>	
<b>Listening/Responding</b> <b>AKAS: C.1-3</b> <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Support opinions about aesthetic qualities in a selection of music</li> <li>• Listen to music of various cultures and genres</li> <li>• Extend knowledge of monophonic, polyphonic, and homophonic texture</li> <li>• Experience instruments and their sounds from all time periods</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Compare vocal and instrument timbres in different musical styles and genres</li> <li>• Use thinking maps to compare and contrast musical styles and genres</li> <li>• Identify musical genres by listening</li> <li>• Listen to electronic music</li> </ul>
<b>Composition</b> <b>AKAS: A.103</b> <b>National: 4c</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write original lyrics to a familiar tune</li> <li>• Explore electronically produced sounds</li> <li>• Create movement using various dance forms where appropriate to the choral repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Compose using Garage Band or other software</li> </ul>

# **CHOIR**

# CHOIR (Grade 6)

<p><b>Grade:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Choir</i> offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the teacher’s directions</li> <li>• Understand basic music fundamentals (preferred but not required)</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Develop ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to sing in-tune, singing with uniform vowel and consonant production</li> <li>• Use proper warm-up techniques and understand voice care</li> <li>• Sing with expression using proper tone quality, posture, diction, and breathing</li> <li>• Develop good breath support through exercises involving active use of the major breathing muscles</li> <li>• Identify pitch and melodic patterns as they appear in the treble clef; review contour of melodic lines</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Tank</i>, the <i>Siren</i>, and the <i>Snake</i> exercises (see Appendix)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Sing: a cappella, unison with accompaniment, partner songs, two- and three-part rounds, and easy two-part music</li> <li>▪ Songs using sign language</li> <li>▪ Songs from a variety of cultures, periods, and styles, including foreign languages</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing, Vols. I &amp; II</i>, etc.</li> <li>• Sing songs from folk, popular, art, spirituals, novelty, and patriotic literature</li> </ul>
<p><b>Ear Training</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Correctly sing major and minor intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that the children can hear the voices and better assess where improvement is needed</li> </ul>
<p><b>Reading Fundamentals</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing using solfa, numbers, or note names</li> <li>▪ Recognize standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter and 8th notes, and corresponding rests</li> <li>▪ Recognize and respond to the following forms: AB, ABA, Rounds and Canon</li> <li>• Read notes in treble clef musical road map signs in music</li> <li>• Identify and apply accidentals not in key signatures</li> <li>• Follow one line of music within a score</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Play games to reinforce the treble clef (e.g., <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]; <i>Around the World</i> with treble clef flash cards)</li> </ul>
<p><b>Performance Skills</b> AKAS: b.1-3, C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Prepare and polish music for concerts</li> <li>• Sing songs from memory with balance in an ensemble</li> <li>• Show correct stage presence to reflect the style of the music</li> <li>• Demonstrate appropriate concert behavior</li> <li>• Follow: the conductor cues for entrances and releases</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform movement sequences</li> <li>• Create movement to compliment a song</li> <li>• Apply appropriate posture while singing, both sitting and standing</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of performance; discuss and write an evaluation of skills</li> <li>• Practice <i>The Ladder</i> exercise (see Appendix)</li> <li>• Perform as a soloist or in a small group</li> <li>• Perform in concert</li> </ul>



<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Listening</b> <b>AKAS:</b> C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>▪ Listen to vocal recordings</li> </ul>	<ul style="list-style-type: none"> <li>• Attend choir and various vocal performances</li> <li>• Have students listen, as you play major, minor intervals</li> </ul>

# CHOIR (Grades 7-8)

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Choir</i> is open to all students to sing, play instruments, experience choreography, have fun, and work hard. Students will reinforce and expand their knowledge of the following music concepts: dynamics, melody, harmony, texture, rhythm, tempo, timbre, and form. Choir students will receive instruction in music reading fundamentals, singing skills, performance skills, and various choral literature styles. The choir will have several concerts throughout the year.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune range G1 to F1</li> <li>• Sing independently with confidence</li> <li>• Read and follow one line of music in an octavo</li> <li>• Perform, read, and identify eighth, quarter, dotted quarter, half, dotted half, whole notes, and rests</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ in tune using proper tone quality, posture, diction, and breathing</li> <li>○ with uniform vowel and consonant production</li> <li>○ major scales using sol-fa</li> <li>○ chromatic phrases</li> <li>○ with open throat, relaxed jaw, and correct voice placement</li> <li>○ with appropriate tempo, dynamics, style, articulations, and phrasing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing, Relaxation, the Tank, the Siren, and the Snake</i> exercises (pg. A-104)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Vocal Techniques (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Understand:               <ul style="list-style-type: none"> <li>○ voice care and how nutrition, climate, and health-related choices affect vocal production</li> <li>○ the function of the diaphragm</li> <li>○ aurally recognize major, minor, and chromatic tonalities</li> <li>○ perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, and baritone</li> <li>○ demonstrate proper warm-up techniques</li> </ul> </li> </ul>	
<p><b>Choral Literature</b>  <b>AKAS:</b> C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>○ a cappella, in unison with accompaniment, partner songs, two part, three and four-part rounds, and three-part music</li> <li>○ a song using sign language</li> <li>○ songs from a variety of cultures, languages, periods, and styles</li> </ul> </li> <li>• Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin</li> <li>• Develop a repertoire of sacred and secular, music from around the world with understanding of their origins and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing Vols. I &amp; II</i>, etc.</li> <li>• Participate in a music festival</li> <li>• Sing folk, popular, art, spirituals, novelty, patriotic, jazz, sacred literature, and chorales</li> </ul>
<p><b>Ear Training</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major and minor intervals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students listen to minor and chromatic tonalities on the keyboard</li> <li>• Play recordings of songs in major and minor keys. Discuss the differences in the tone, feel, timbre, etc.</li> <li>• Minimize the use of the keyboard in the choir rehearsal so that the children can hear the voices and better assess where improvement is needed</li> </ul>

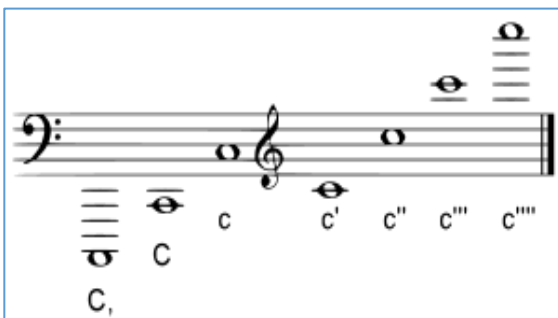
Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Music Literacy</b>  <b>AKAS:</b> C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sight sing one part of a three-part piece</li> <li>• Perform standard rhythm notation using syllables</li> <li>• Read notes in treble or bass clefs</li> <li>• Recognize and identify major key signatures including key changes</li> <li>• Correctly read accidentals</li> <li>• Read musical road map signs in music, including: D.C al fine, repeat signs, D.S Coda, first and second endings, and fermata</li> <li>• Follow one or more lines of music within a score</li> <li>• Recognize the following forms: AB, ABA, use DC al fine and fine, Rounds and Canon</li> <li>• Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Memorize order of sharps and flats and rules to key signatures</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Reinforce the grand staff and read treble and bass clef, (e.g., floor <i>Staff Game</i> - five lines and spaces on floor, jump to correct note when called)</li> </ul>
<p><b>Performance Skills</b>  <b>AKAS:</b> B1-3, C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing songs from memory with balance in an ensemble</li> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ correct posture while performing</li> <li>○ correct stage presence to reflect the style of the music</li> </ul> </li> <li>• Follow the conductor’s cues for entrances, releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ movement sequences</li> <li>○ create choreography appropriate for various styles of music</li> <li>○ continue to develop a varied repertoire of songs through singing, music reading and listening</li> <li>○ develop proper performance etiquette and techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and polish music for concerts</li> <li>• Watch video/DVD of concert performance; discuss and write an evaluation of skills</li> <li>• Practice the <i>Ladder</i> exercise (pg. A-104)</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Match patterns and phrases with rhythmic and tonal accuracy recognize and respond to various dynamic levels</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Performance Skills (cont.)</b>	<ul style="list-style-type: none"> <li>○ use appropriate vocabulary (forte, mezzo-forte, piano, mezzo-piano, fortissimo, and pianissimo)</li> <li>○ recognize and perform dynamic markings in music text</li> <li>○ exert appropriate breath control</li> </ul>	
<b>Listening</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Listen to vocal recordings</li> <li>• Recognize vocal ranges as Soprano, Alto, Tenor and Bass and use this terminology when discussing choral music</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the same music performed by various artists</li> </ul>
<b>Critique/Aesthetics</b> AKAS: B.2-3, C.2-3, D.2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing</li> <li>• Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</li> <li>• Distinguish between a variety of songs and styles</li> <li>• Develop a repertoire of songs to reflect a selected theme or subject of the music to be performed</li> </ul>	<ul style="list-style-type: none"> <li>• Have students attend performances of various types of music: Prior to the performance, hand out critique sheets and discuss specific areas to pay close attention, after the performance, read and discuss the student's critique sheets</li> <li>• Listen to recorded ensemble performances; have the students engage in a class critique</li> </ul>
<b>Composition</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write original lyrics to a familiar tune</li> <li>• Create movement using various dance forms where appropriate to the choral repertoire</li> <li>• Improvise rhythmic and melodic patterns to create original musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate created lyrics and movement in a performance</li> </ul>

# ORCHESTRA



American Standard Pitch



Helmholtz Pitch Notation

# BEGINNING ORCHESTRA

<p><b>Grade:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences. Recommended minimum contact time is 90 minutes per week, during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use poster sized pictures of the instruments and labels with magnetic stick on tape so students can place the labels on the posters</li> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ proper bow grip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Posture rubric (checklist)</li> <li>• Use bow exercises to reinforce proper bow grip and technique</li> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate and post pictures</li> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major tetrachord</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start</li> <li>○ use of fourth finger for violin and viola</li> </ul> </li> <li>• Introduce minor tetrachord</li> </ul>	<ul style="list-style-type: none"> <li>• Use guitar-style pizzicato to begin</li> <li>• Use tapes for finger placement (car detail tape is recommended for the tape)</li> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Play <i>Mary Had a Little Lamb</i>, or <i>Hot Cross Buns</i> using F natural fingering for the minor tetrachord</li> <li>• Pizzicato only in the beginning</li> <li>• Twinkle killer (no open strings)</li> <li>• Twinkle extreme (variations)</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the <i>Full Bow</i> exercise (Bow Speed Chart)</li> <li>• <i>Bow Only</i> activities to reinforce proper right arm movement</li> </ul>
<p><b>Ear Training</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Echo playing</li> <li>• Sing scale in solfege</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ tempo markings: moderato, andante, and allegro</li> <li>○ sharp, and natural signs</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> <li>○ in the keys of D and G major</li> </ul> </li> <li>• Introduce musical forms AB and ABA</li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Use Twinkle to teach ABA form</li> <li>• Use spelling worksheets to reinforce literacy</li> <li>• Pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to E5</li> <li>○ Viola: G3 to E5</li> <li>○ Cello: G2 to E4</li> <li>○ Bass: G2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops)</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  AKAS: B.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop an understanding on concert etiquette, both as a performer and as an audience member</li> </ul>	<ul style="list-style-type: none"> <li>• Downloadable NAME etiquette worksheet</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for C, D, and G major</li> <li>• Recognize and name signatures 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, and G-major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> </ul>
<b>Sight Reading</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Introduce sight reading skills including awareness of:               <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ accidentals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Elements Book 2</i>, uses the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>



# INTRODUCTORY ORCHESTRA

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Introductory Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the grading criteria. <i>Introductory Orchestra</i> should meet at least four 55-minute periods each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> <li>○ demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use diagram worksheets displaying instruments and parts</li> <li>• Use acronyms for string names (violin and bass: <i>Good Dogs Always Eat</i>; viola and cello: <i>Cool Guys Do A lot</i>)</li> </ul>
<p><b>Body Format</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate and post pictures</li> <li>• Bow movement exercises without the instrument</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Body Format (cont.)</b>	<ul style="list-style-type: none"> <li>○ proper right arm position for arco and pizzicato</li> <li>○ position chair, stand, and body to be able to watch conductor at all times</li> <li>○ proper bow grip</li> </ul>	<ul style="list-style-type: none"> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<b>Playing Technique</b>  AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop:               <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ develop right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start</li> </ul> </li> <li>• Introduce minor tetrachord</li> <li>• Introduce Use of fourth finger for violin and viola</li> </ul>	<ul style="list-style-type: none"> <li>• Insist on short fingernails on left hand for proper finger placement</li> <li>• Balance point for bow especially for staccato</li> <li>• Minor for <i>Mary Had a Little Lamb, Hot Cross Buns, Yankee Doodle</i></li> <li>• Book: <i>Orchestral Bowing Etudes</i> by Samuel Applebaum</li> </ul>
<b>Tone Quality</b>  AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument and ways to improve tone production by control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plays simple note pattern; then students echo trying to copy the same</li> <li>• Bow a different number of beats on single bow stroke at various speeds (full bow exercises)</li> </ul>
<b>Ear Training</b>  AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize characteristic sound of a major scale</li> <li>• Play simple tunes by rote</li> <li>• Develop ability to match a pitch</li> <li>• Adjust left hand finger placement in order to manipulate a pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Have students close their eyes and pick a note for the students to play and sustain; teacher taps one or two students on the shoulder; selected students adjust pitch sharp or flat; students are asked to figure out who is out of tune</li> <li>• Singing scales in solfege</li> <li>• Echo playing</li> </ul>
<b>Musical Literacy</b>  AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify and play:               <ul style="list-style-type: none"> <li>○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ the following tempo markings: moderato, andante, and allegro</li> <li>○ sharp, flat, and natural signs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn new piece using these 4 steps:               <ul style="list-style-type: none"> <li>○ tap toe and say note names</li> <li>○ play pizzicato and say note names</li> <li>○ shadow bow and say note names</li> <li>○ bow and play as written</li> </ul> </li> <li>• Develop ability to sing simple phrases or songs using <i>LA</i> or solfège</li> <li>• Use worksheets to reinforce literacy (such as <i>Finale</i>)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Musical Literacy (cont.)</b>	<ul style="list-style-type: none"> <li>○ the following dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> <li>○ in the keys of D, and G and C major</li> <li>• Introduce musical forms ABA, AB, AA1BA (sonata form)</li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play pitches in the following ranges: Violin: G3 to E5 Viola: G3 to E5 Cello: G2 to E4 Bass: G2 to E4</li> </ul>
<b>Rhythmic Literacy</b> AKAS: B.1, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• Write in beats under notes; tap foot and clap rhythm</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop awareness of: <ul style="list-style-type: none"> <li>○ correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ the importance of a steady beat</li> <li>○ conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> </ul> </li> <li>• Develop an understanding of concert etiquette both as a performer and an audience member</li> <li>• Introduce active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage participation in extra playing opportunities in other orchestras</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Notation, Composition, &amp; Improvisation</b>  AKAS: A.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D, and G major</li> <li>• Recognize and name time signatures 4/4; 3/4; 2/4 and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, and C major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrases</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<p><b>Sight Reading</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo markings</li> <li>○ accidentals</li> <li>○ signs (e.g., bowing, repeats, D.C. &amp; D.S. al fine/al coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>-tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>
<p><b>Listening</b>  AKAS: C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of critical listening skills</li> <li>• Develop an understanding of concert etiquette both as a performer and an audience member</li> <li>• Introduce active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> </ul>



# INTERMEDIATE ORCHESTRA (Grade 6)

<p><b>Grades:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> <i>Beginning Orchestra</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Orchestra</i> is designed for those students who are not quite ready for advanced strings, but who are past the beginning stage. Time will be spent developing individual technique and playing orchestra literature in which students must follow separate parts. There may be opportunities for performances. Recommended minimum contact time is 90 minutes per week, during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Beginning Orchestra</i></li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use poster sized pictures of the instruments and labels with magnetic stick on tape so students can place the labels on the posters</li> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ proper bow grip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and reinforce</li> <li>• Posture rubric (checklist)</li> <li>• Use bow exercises to reinforce proper bow grip and technique</li> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate and post pictures</li> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, and hooked bowing</li> <li>○ Minor tetrachord</li> <li>○ Fourth finger for violin and viola</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use tapes for finger placement (car detail tape is recommended for the tape)</li> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Minor tetrachord use <i>Mary Had a Little Lamb</i>, <i>Hot Cross Buns</i>, <i>Twinkle</i> (with a Bb and F natural), <i>Yankee Doodle</i> Major and Minor</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and reinforce</li> <li>• Use full bow exercise</li> </ul>
<p><b>Ear Training</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Echo playing</li> <li>• Singing the scale in solfege</li> <li>• Play simple tunes by rote</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ the following tempo markings: moderato, andante, allegro, largo, vivace, and ritardando</li> <li>○ sharp and natural signs</li> <li>○ Reinforce musical forms AB, ABA, and introduce A A1 B A1 (sonata form)</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> </ul> </li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Theme and variations (on Twinkle, for example)</li> <li>• Spelling worksheets</li> <li>• pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to B5</li> <li>○ Viola: C3 to E5</li> <li>○ Cello: C2 to E4</li> <li>○ Bass: E2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops)</li> <li>• Rhythm flashcards</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  AKAS: B.2-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of concert etiquette both as a performer and as an audience member</li> </ul>	<ul style="list-style-type: none"> <li>• Downloadable NAME etiquette worksheet</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D and G major</li> <li>• Recognize and name time signatures 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, and G-major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>
<b>Sight Reading</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Reinforce sight reading skills including awareness of:               <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ Accidentals</li> <li>○ signs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>-tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>

# INTERMEDIATE ORCHESTRA (Grades 7-8)

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Teacher Recommendation or at least one semester of previous orchestra experience</p>	<p><b>Overview:</b>  <i>Intermediate Orchestra</i> is for students with one year or less of training or those who are not quite ready for the performing group. The class will spend time on technical exercises, as well as some orchestral literature in preparing the students for Concert Orchestra. Concert participation may be required as outlined in the grading criteria. <i>Intermediate Orchestra</i> should meet at least four 55 minute periods each week, during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> <li>• Demonstrate proper care of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Beginning Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagram worksheets displaying instruments and parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to exhibit: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ proper bow grip</li> </ul> </li> <li>• Position chair, stand, and body to be able to watch conductor at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate proper playing posture with pictures</li> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop left hand finger placement for open string major and minor tetrachord</li> <li>• Develop finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>• Introduce and or reinforce: <ul style="list-style-type: none"> <li>○ positions: III and II</li> <li>○ shifting techniques</li> <li>○ vibrato techniques</li> </ul> </li> <li>• Continue development of right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing</li> <li>• Continue to expand individual's playing range</li> </ul>	<ul style="list-style-type: none"> <li>• Use of rubrics and checklists</li> <li>• Model correct posture</li> <li>• Demonstrate with pictures</li> <li>• Book: <i>Orchestral Bowing Etudes</i> by Samuel Applebaum</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and improve sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Expand awareness of ways to improve tone production by developing control of bow speed, bow weight, and bow placement</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate by playing; have students echo</li> <li>• Bow a different number of beats on single bow stroke at various speeds</li> <li>• Whole bow exercise</li> <li>• How much hair of the bow to use (bow tilt to not use all of the hair)</li> </ul>
<p><b>Ear Training</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize characteristic sound of a major and minor scale</li> <li>• Continue to develop ability to match a pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Have students close their eyes and pick a note for the students to play and sustain; teacher taps one or two students on the shoulder; selected students adjust pitch sharp or flat; students are asked to figure out who is out of tune</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Ear Training (cont.)</b>	<ul style="list-style-type: none"> <li>Continue to develop ability to adjust left hand finger placement in order to manipulate a pitch</li> <li>Work on skills to tune instrument to A440 from an electric tuner or another instrument</li> </ul>	<ul style="list-style-type: none"> <li>Play increasingly complex tunes and rhythmic patterns by rote</li> </ul>
<b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify and play: <ul style="list-style-type: none"> <li>the notes of the lines and spaces of the staff and appropriate ledger lines in the appropriate clef</li> <li>the all tempo markings as they occur in the repertoire</li> <li>Sharp, flat, and natural signs</li> <li>the dynamic symbols as they occur in the repertoire</li> <li>the keys of D, G, and C major</li> <li>Pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul> </li> <li>Define and demonstrate knowledge of various signs as they occur in the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>Learn new piece using these 4 steps: <ul style="list-style-type: none"> <li>tap toe and say note names</li> <li>play pizzicato and say note names</li> <li>shadow bow and say note names</li> <li>bow and play as written</li> </ul> </li> <li>Show the Circle of Fifths</li> <li>E minor</li> <li>continue to develop ability to sing simple phrases or songs using <i>LA</i> or solfège</li> <li>Violin: G3 to E5 (all in 1st and 3rd position and octave harmonics)</li> <li>Viola: C3 to G5 (all in 1st and 3rd position and octave harmonics)</li> <li>Cello: C2 to D4 (all in 1st and 4th position and octave harmonics)</li> <li>Bass: E2 to C4</li> <li>Repeat sign, solo/soli/tutti/divisi/unison, accent, staccato, marcato, first and second endings, D.C. al fine, fermata, D.S. al coda</li> </ul>
<b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: <del>the following notes and rests:</del> whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth</li> <li>Define and play in the following meters: 4/4, 3/4, 2/4, 6/8, and common time</li> <li>Define and play rhythm patterns incorporating ties, up-beats, syncopation, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>Have students write beats under the notes; clap and count the rhythm</li> <li>Rhythm flashcards</li> <li>Rhythm dictation</li> <li>Stringskills.com for rhythm exercises</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations</b>  AKAS: B.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> <li>○ awareness of all voices within an ensemble</li> <li>○ an understanding of concert etiquette both as a performer and an audience member</li> </ul> </li> <li>• Reinforce active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> <li>• Continue to develop active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Student conductors</li> <li>• Teach rounds by rote for acute listening practice</li> <li>• Use Chorales as warm ups</li> </ul>
<p><b>Notation, Composition, &amp; Improvisation</b>  AKAS: A.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for C, D, and G major</li> <li>• Recognize and name time signatures 4/4 (common time), 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, and C major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrases</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> <li>• Introduce E minor</li> </ul>
<p><b>Sight Reading</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read appropriate level music literature including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Sight Reading (cont.)</b>	<ul style="list-style-type: none"> <li>• Accidentals</li> <li>• Signs (e.g., bowing, repeats, D.C. &amp; D.S. al fine/al coda)</li> </ul>	
<b>Listening</b> AKAS: C.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop an awareness of critical listening skills</li> <li>• Develop an understanding of concert etiquette both as a performer and an audience member</li> <li>• Reinforce active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom</li> </ul>

# ADVANCED ORCHESTRA

<p><b>Grades:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> <i>Intermediate Orchestra</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Advanced Orchestra</i> is designed for those students who have developed sufficient technique and musical independence to play standard graded orchestral literature successfully. Time will be spent reinforcing and developing individual playing technique, and rehearsing literature of a wide range of styles. Opportunities for performance may be available. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Intermediate Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Technique</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• introduce: <ul style="list-style-type: none"> <li>○ shifting techniques</li> <li>○ vibrato techniques</li> </ul> </li> <li>○ refine and expand: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ Minor tetrachord</li> <li>○ bow arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing, and loure bowing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Balance point for bow especially for spiccato bowing</li> <li>• Minor for <i>Mary Had A Little Lamb, Hot Cross Buns, Yankee Doodle</i></li> </ul>
<p><b>Tone Quality</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plays simple note pattern; then students echo trying to copy the same</li> <li>• Use full bow exercises</li> </ul>
<p><b>Ear Training</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce tuning the instrument to A440 from an electronic tuner</li> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Figuring out simple melodies by ear</li> <li>• Echo playing</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ tempo markings: moderato, andante, allegro, largo, vivace, and ritardando</li> <li>○ sharp and natural signs</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> <li>○ various signs as they occur in the music: repeat, solo/soli/tutti/divisi/unison, accent, staccato, marcato, first and second endings, D.C al fine, fermata, D.S. al coda</li> <li>○ in the keys of D and G, major</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Use worksheets to reinforce</li> <li>• Pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to B5</li> <li>○ Viola: C3 to E5</li> <li>○ Cello: C2 to E4</li> <li>○ Bass: E2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth, dotted quarter, sixteenth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4, and common time</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<p>To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops) Rhythm flashcards</p>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ ability to play independent line within an ensemble</li> <li>○ awareness of all voices within an ensemble</li> <li>○ awareness of all voices within an ensemble</li> <li>• Develop an understanding of concert etiquette both as a performer and as an audience member</li> </ul>	
<p><b>Notation, Composition, &amp; Improvisation</b>  AKAS: A.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D, G, C and F major</li> <li>• Recognize and name time signature 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, and F major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrases</li> <li>• Improvise simple rhythmic and melodic ostinato</li> </ul>
<p><b>Sight Reading</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo marking</li> <li>○ accidentals</li> <li>○ signs (e.g., bowings, repeats, D.C. &amp; D.S. al fine /al Coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Elements Book 2</i>, uses the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>

# CONCERT ORCHESTRA

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Concert Orchestra</i> is the performing group of string players and represents the school at public functions and concerts. Concert participation may be required as outlined in the grading criteria. A limited amount of time is spent on study material. <i>Concert Orchestra</i> should meet at least four 55-minute periods each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> <li>• Demonstrate proper care of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Intermediate Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> <li>• Care for strings properly</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagrams to name parts of instrument</li> <li>• Have an instrument cleaning day</li> <li>• How to select strings</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate ability to perform simple repairs to own instrument as needed:               <ul style="list-style-type: none"> <li>◦ replacing strings</li> <li>◦ tightening chin rest</li> <li>◦ cleaning and polishing instrument</li> <li>◦ checking for open seams, cracks, and proper bridge placement</li> </ul> </li> </ul>	
<p><b>Body Format</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to exhibit correct posture without excess tension</li> <li>• Reinforce:               <ul style="list-style-type: none"> <li>◦ proper left arm position</li> <li>◦ proper right arm position for arco and pizzicato</li> <li>◦ proper bow grip</li> </ul> </li> <li>• Arrange chair, stand, and body to be able to watch conductor at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate Bow movement without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and improve sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Expand awareness of ways to improve tone production by increasing control of bow speed, bow weight, and bow placement, and how much bow hair to use</li> <li>• Introduce how to determine which part of the bow to use</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate by playing; have students echo</li> <li>• Bow a different number of beats on single bow stroke at various speeds</li> <li>• Try playing a section on three different parts of the bow</li> </ul>
<p><b>Ear Training</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize characteristic sound of a major and minor scale</li> <li>• Play increasingly complex tunes and rhythmic patterns by rote</li> <li>• Continue to develop ability to match a pitch and adjust left hand finger placement in order to manipulate a pitch</li> <li>• Work on skills to tune instrument to A440 from an electric tuner or another instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Have students close their eyes and pick a note for the students to play and sustain; teacher taps one or two students on the shoulder; selected students adjust pitch sharp or flat; students are asked to figure out who is out of tune</li> <li>• Relative minor, natural minor starts on the sixth note of the major scale</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ all notes in the appropriate clef</li> <li>○ and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire.</li> <li>○ sharp, flat, and natural signs</li> </ul> </li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new piece using these 4 steps: <ul style="list-style-type: none"> <li>○ tap toe and say note names</li> <li>○ play pizz. and say note names</li> <li>○ shadow bow and say note names</li> <li>○ bow and play as written</li> </ul> </li> <li>• Show the Circle of Fifths</li> <li>• Continue to develop ability to sing simple phrases or songs using <i>LA</i> or solfège</li> <li>• Examples of common symbols and terms: repeat sign, solo/soli/tutti/divisi/unison, accent, one-measure repeat sign, staccato, marcato, first and second endings, long rest, D.C. al fine, fermata, D.S. al coda, multiple-measure rests moderato, andante, allegro, largo, vivace, and ritardando</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Continue to define and play in the following meters: 4/4, 3/4, 2/4, 6/8, common time, cut time</li> <li>• Continue to refine skills in playing rhythm patterns incorporating ties, up-beats, syncopation, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write beats under notes; clap and count</li> <li>• Rhythm flashcards</li> <li>• Rhythm dictation</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student conductors</li> <li>• Sectionals</li> <li>• Teach rounds by rote for acute listening practice</li> <li>• Use Chorales as warm ups</li> <li>• Use scales for warmups</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert and Rehearsal Expectations (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ ability to play independent line within and without an ensemble</li> <li>○ an awareness of all voices within an ensemble</li> <li>• Continue to develop and reinforce active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> </ul>	
<p><b>Notation, Composition, &amp; Improvisation</b>  <b>AKAS:</b> A.103  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D, G, C, A, F, Bb, and Eb major</li> <li>• Recognize and name time signatures 4/4, 3/4, 2/4, common time, cut time, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, F, Bb, and Eb major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<p><b>Sight Reading</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read appropriate level music literature including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo markings</li> <li>○ accidentals</li> <li>○ signs (e.g., bowing, repeats, D.C. &amp; D.S. al fine/al coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ an awareness of critical listening skills</li> <li>○ an understanding of concert etiquette both as a performer and an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> </ul>

**BAND**

# BEGINNING BAND (Grade 6)

<p><b>Grades:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Band</i> is open to any student without previous music experience, or to those with less than one year of experience. The instruments taught are those normally found in band class. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the teacher’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Identify parts of the instrument by their proper names</li> <li>• Properly assemble and disassemble the instrument</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Care for reeds properly</li> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> <li>• Instruction for cork grease application</li> <li>• Instruction for slide grease/oil application</li> <li>• Instruction for valve oil application</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Lubricant removal/application water removal</li> </ul>	
<p><b>Playing Posture</b> AKAS: B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul> <p><b><u>Woodwinds &amp; Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet percussion instruments-and auxiliary percussion instruments as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Compare <i>good</i> and <i>bad</i> position</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: A.1-3, B.1-3, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>• Stop playing, watch and listen when the conductor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Develop appropriate practice techniques</li> <li>• Develop and utilize appropriate warm-up techniques</li> <li>• Develop appropriate resting position and playing position</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Teacher demonstrations</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Develop awareness of ways to improve tone production</li> <li>• Develop embouchure and tonguing techniques (proper cheek, mouth, and mouthpiece position)</li> <li>• Develop the ability to produce a steady airstream</li> </ul> <p><b><u>Woodwinds and Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ use proper breathing techniques and breath support</li> <li>◦ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>◦ produce an even sound with both hands while playing appropriate level rudiments</li> <li>◦ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> <li>• Call and response on instruments</li> <li>• Breathing exercises such as breathing gym</li> <li>• Comparing airstream to a hose or sprinkler or balloon</li> </ul>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank method</li> <li>• Mouthpiece playing such as sirens and simple songs</li> <li>• Call and response using specific articulations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques (cont.)</b></p>	<p><b><u>Woodwinds Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Reed instruments tongue the tip of the reed</li> <li>• Flutes tongue behind the top teeth</li> <li>• Steady, consistent tone</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to tongue and use slurs</li> <li>• Changing partials</li> <li>• Buzzing consistent tone</li> </ul> <p><b><u>Trombone Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Introduce legato tonguing for slurs</li> </ul>	
<p><b>Percussion Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ play the following skills, flam, single stroke, multiple bounce stroke, high sticks (accent), low sticks</li> <li>◦ steady beat</li> </ul> </li> </ul> <p><b><u>Bass Drum Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ play with proper technique to include muting with opposite hand or knee</li> </ul> </li> </ul> <p><b><u>Mallet Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ alternate hands/sticking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Playing with a metronome</li> <li>• Lap playing</li> <li>• Call and response</li> <li>• Touch playing bells</li> </ul>
<p><b>Aural Skills &amp; Application</b></p> <p>AKAS: A.1, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ identify the tuning mechanisms of the instrument</li> <li>◦ sing given pitch</li> <li>◦ identify highness and lowness of pitch</li> <li>◦ match pitch on instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Website: <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Aural Skills &amp; Application</b> <b>(cont.)</b>	<u><b>Woodwinds and Brass Instruments</b></u> Develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument	
<b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Name and play the notes on their instruments aligned with the pitch ranges below (as learned in their method book)</li> <li>• Identify and play sharp, flat, according to the needs of the particular instrument</li> <li>• Identify and play exercises and/or pieces in the key of concert b<sup>b</sup> major</li> </ul> <u><b>Woodwinds and Brass Instruments</b></u> <ul style="list-style-type: none"> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Mad minutes (note naming)</li> <li>• Flute: a4 to g5 (a' - g'')</li> <li>• Oboe: a4 to g5 (a' - g'')</li> <li>• Bassoon: g2 to g3 (g - g)</li> <li>• Clarinet: b3 to a4 (b - a')</li> <li>• Alto saxophone: f#-f#4 to e5 (f# - e'')</li> <li>• Tenor saxophone: a4 to a5 (a' - a'')</li> <li>• Cornet or trumpet: b3 to a4 (b' - a'')</li> <li>• Horn: d4 to d5 (d' - d'')</li> <li>• Trombone or baritone/euphonium: a2 to g3 (a - g)</li> <li>• Tuba: a1 to g2 (c, - g)</li> </ul>
<b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>◦ count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, double eighth</li> <li>◦ introduce 3/4 and 2/4 meters</li> <li>◦ perform in 4/4 time</li> <li>◦ perform rhythm patterns incorporating fermatas and ties</li> <li>◦ introduce pickup note (anacrusis)</li> <li>◦ introduce the concept of internalizing the beat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> <li>• Rhythm Flash Cards</li> </ul>
<b>Melodic</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Introduce correct phrasing techniques</li> <li>• Introduce dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during warm-ups</li> <li>• Pencil in breath marks as needed in music</li> <li>• Play familiar, simple tunes by ear</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Melodic (cont.)</b>	<ul style="list-style-type: none"> <li>Identify the beginning and end of phrase</li> <li>Understand direction of pitches within the melody or line</li> </ul>	
<b>Symbols &amp; Terms</b> <b>AKAS:</b> A.2, B.1, C.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop ability to: <ul style="list-style-type: none"> <li>demonstrate knowledge of various signs as they occur in the music: repeat sign, solo/ tutti/divisi/unison, fermata, final bar line, bar lines, measures, breath marks, clefs, time signatures, multiple measure rests</li> <li>identify and define the following dynamic markings: p, f and the symbols for crescendo and decrescendo</li> <li>interpret fingering charts for their instrument</li> <li>identify concert B<sup>b</sup> major key signature</li> <li>Identify and demonstrate knowledge of common time and 4/4 time signatures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post terms around the room</li> <li>Use <i>Sound Innovations</i> book to reinforce and introduce concepts</li> </ul>
<b>Notation &amp; Composition</b> <b>AKAS:</b> A.1-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>Reverse mad minutes</li> <li>Rhythm dictation</li> </ul>
<b>Sight Reading</b> <b>AKAS:</b> A.2-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>Weekly sight reading</li> </ul>
<b>Critical Listening &amp; Analysis</b> <b>AKAS:</b> B.1, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop knowledge of various styles of music other than current popular trends through listening in the classroom</li> <li>Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>Performance reports</li> <li>Play recordings of standard band repertoire</li> <li>Attending and evaluating live performances</li> </ul>

# BEGINNING BAND

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Band</i> is open to any student with no previous music experience, or to those with less than one-year experience. The instruments taught are those normally found in band classes. This is a progressive skills class which may be repeated for credit</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the teacher’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Improve awareness of music fundamentals</li> <li>• Develop knowledge of music history and cultural differences in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Identify parts of the instrument by their proper names</li> <li>• Properly assemble and disassemble the instrument</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Care for reeds properly</li> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Lubricant removal/application</li> <li>• Water removal</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop playing posture and embouchure: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet percussion instruments, suspended cymbal, triangle, wood block, sleigh bells, tambourine, maracas, and claves</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: A.1-3, B.1-3, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>◦ understand and follow the conductor’s right and left hand conducting patterns and gestures</li> <li>◦ stop playing, watch and listen when the conductor stops the ensemble</li> <li>◦ understand appropriate concert etiquette as an audience member and a performer</li> <li>◦ develop appropriate practice techniques</li> <li>◦ develop and utilize appropriate warm-up techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Silent rehearsals (Monk Day)</li> </ul>
<p><b>Tone Quality</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Develop awareness of ways to improve tone production</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ use proper breathing techniques</li> <li>◦ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality (cont.)</b></p>	<p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> </ul> </li> </ul>	
<p><b>Woodwind &amp; Brass Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to use slurs on consecutive harmonics (lip slurs)</li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Develop proper slur technique with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> </ul>
<p><b>Percussion Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3 D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify and play the following rudiments: single paradiddle, flam, flam tap, and flam accent</li> <li>○ play on the rim and rim-shots</li> </ul> </li> </ul> <p><b><u>Bass Drum, Cymbals, and Auxiliary Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play with proper techniques</li> <li>○ play rolls on timpani, suspended cymbal and triangle from open to closed to open</li> </ul> </li> </ul> <p><b><u>Mallet percussion</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play indicated scales</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 40 essential rudiments</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tuning &amp; Intonation</b>  AKAS: A.3, B.1-2, C.3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ identify and utilize the tuning mechanism of the instrument</li> <li>◦ tune to a given pitch</li> <li>◦ play and tune instrument to a given pitch, from an electronic tuner, or another instrument</li> <li>◦ sing given pitch</li> </ul> </li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> </ul>
<p><b>Pitch Perception</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Identify and play scales in the keys of concert Bb, and Eb major</li> <li>• Write the scales listed above in both concert and transposed key signatures</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Use alternate fingerings/positions</li> <li>• Identify and play pitches within the following ranges: <ul style="list-style-type: none"> <li>◦ Flute: G to Gg<sup>1</sup></li> <li>◦ Cornet or Trumpet: B to C<sup>1</sup></li> <li>◦ Oboe: A<sup>1</sup> to G<sup>1</sup></li> <li>◦ French Horn: E to D<sup>1</sup></li> <li>◦ Clarinet: B to A<sup>1</sup></li> <li>◦ Trombone or Baritone: A to B<sup>b</sup></li> <li>◦ Saxophone: F# to E<sup>2</sup></li> <li>◦ Tuba: AA to GG</li> <li>◦ Bassoon: A to B<sup>b</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Rhythmic Perception</b></p> <p>AKAS: A.3, B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half, and percussion to include sixteenth</li> <li>◦ define and perform in common time: 3/4, 2/4, and 6/8</li> <li>◦ perform rhythm patterns incorporating fermatas, ties, and anacrusis</li> <li>◦ replicate the conducting patterns used in common time, cut time, 4/4, 3/4, and 2/4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>
<p><b>Melodic Awareness</b></p> <p>AKAS: A.3, B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify, define, and use correct phrasing techniques</li> <li>• Play familiar, simple tunes by ear</li> <li>• Balance within the section and within the total ensemble</li> <li>• Play all indicated dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid</i>: when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid; instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> </ul>
<p><b>Symbols &amp; Terms</b></p> <p>AKAS: A.2, B.1, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define and demonstrate knowledge of various signs as they occur in the music: repeat sign, solo/soli/tutti/divisi/ Terms unison, standard accent, tenuto, staccato, marcato, first and second endings, one measure repeat sign, long rest, D.C. al fine, and fermata</li> <li>• Define the following dynamic markings: p, mp, mf, f, and the symbols for crescendo and decrescendo</li> <li>• Identify key signatures indicated under the Pitch Perception Mastery Core Objective</li> </ul>	<ul style="list-style-type: none"> <li>• Activities for Excellence in <i>Standard of Excellence: Comprehensive Band Method, Books 1, 2, 3</i></li> <li>• Post terms around the room</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Notation &amp; Composition</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> <li>• Write the aforementioned key signatures and related scales in concert pitch and transposed pitch</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> </ul>
<p><b>Critical Listening and Analysis</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> </ul>

# INTERMEDIATE BAND

<p><b>Grades:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Band</i> is designated for those students who are not ready for advanced band, but are past the beginning stage. The class will spend time on technical exercises as well as standard band literature in preparing students for advanced band. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Follow the instructor’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Properly assemble and disassemble the instrument</li> <li>• Identify parts of by their proper names</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Care for reeds properly</li> <li>• Demonstrate proper lubrication of the instrument (e.g., what to use, what not to use, how to use)</li> </ul>	



Concepts	Mastery Core Objectives	Suggested Activities
<b>The Instrument (cont.)</b>	<b>Brass Instruments</b> <ul style="list-style-type: none"> <li>Water removal</li> </ul>	
<b>Playing Posture</b> AKAS: B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Continue development of proper playing posture: total body, arm, hand, wrist, and finger position</li> <li>Position chair, stand, and body to be able to watch the conductor at all times in a section</li> </ul> <b>Woodwinds &amp; Brass Instruments</b> <ul style="list-style-type: none"> <li>Continue to properly support the instrument while sitting or standing to play</li> <li>Proper neck-strap adjustment when applicable</li> </ul> <b>Percussion Instruments</b> <ul style="list-style-type: none"> <li>Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrations</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> AKAS: A.1-3, B.1-3, C.1-3, D.102 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Continue to:               <ul style="list-style-type: none"> <li>understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>stop playing, watch and listen when the conductor stops the ensemble</li> <li>demonstrate appropriate concert etiquette as an audience member and performer</li> <li>develop practice techniques</li> <li>develop and utilize appropriate warm-up techniques</li> <li>Reinforce proper playing and resting positions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practice sheets</li> <li>Micro-practice (little sections)</li> </ul>
<b>Tone Quality</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Continue development of sounds demonstrating the characteristic tone quality of the instrument</li> <li>Continue to develop awareness of ways to improve tone production</li> <li>Continue to improve steady airstream</li> </ul>	<ul style="list-style-type: none"> <li>Long tones</li> <li>Long note championship</li> <li>Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality (cont.)</b></p>	<p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ improve proper breathing techniques, proper embouchure, and use of tongue</li> <li>◦ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion -</u></b></p> <ul style="list-style-type: none"> <li>• continue to develop ability to: <ul style="list-style-type: none"> <li>◦ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>◦ produce an even sound with both hands while playing appropriate level skills</li> <li>◦ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks</li> </ul> </li> </ul>	
<p><b>Woodwind &amp; Brass Techniques</b></p> <p><b>AKAS:</b> A.3, B.1-2, C.3, D.1</p> <p><b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> </ul> <p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tonguing and airstream techniques</li> <li>• Introduce octave embouchure change for high and low notes for flute players</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to use slurs on melodic phrases and consecutive partials (lip slurs)</li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Develop proper slur techniques with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Mouthpiece playing (sirens and simple songs)</li> <li>• Call and response using specific articulations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Percussion Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Snare Drum</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify and play the following skills flam, single stroke, multiple bounce stroke, high sticks (accent), low sticks, lead hands (both hands)</li> <li>○ play with snares off</li> <li>○ Make appropriate decisions on hand/sticking choice</li> </ul> </li> </ul> <u><b>Bass Drum, Cymbals, and Auxiliary Percussion</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play with proper technique ( to include muting with opposite hand or knee for bass drum)</li> </ul> </li> </ul> <u><b>Mallet Percussion</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play rolls on suspended cymbal and triangle</li> <li>○ play indicated scales</li> <li>○ Make appropriate decisions on hand/sticking choice</li> </ul> </li> </ul> </p>	<ul style="list-style-type: none"> <li>• Lap playing</li> <li>• Call and response</li> <li>• Playing with a metronome</li> </ul>
<p><b>Aural Skills &amp; Application</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b>  <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ identify and utilize the tuning mechanisms of the instrument</li> <li>○ sing given pitch</li> <li>○ Match pitch on instrument</li> <li>○ Identify highness and lowness of pitch</li> </ul> </li> </ul> <u><b>Woodwinds and Brass</b></u>  <ul style="list-style-type: none"> <li>• Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Call and response</li> <li>• <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes on their instruments aligned with the pitch ranges below (as learned in their method and repertoire)</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Identify and play scales in the keys of Concert B<sup>b</sup> and E<sup>b</sup> major</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Introduce-alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Write out Concert B<sup>b</sup> and E<sup>b</sup> scales on their instrument</li> <li>• Scale exercises in Sound Innovations</li> <li>• Mad Minutes</li> <li>• Reverse mad minutes</li> <li>• Note bingo</li> <li>• Recommended Instrument Ranges according to the American Standard Pitch Notation (Helmholtz Pitch Notation):  Flute: -F4 to Bb5 (f' - bb'')  Oboe: F4 to Bb5 (f' - bb'')  Bassoon: G2 to Bb3 (G - bb)  Clarinet: G3 to Bb4 (G - bb')</li> <li>• Alto Saxophone: D4 to G5 (d' - g'')</li> <li>• Tenor Saxophone: F4 to C6 (f' - c''')</li> <li>• Cornet or Trumpet: Bb3 to C5 (bb - c'')</li> <li>• F Horn: Bb3 to Eb5 (bb - eb'')</li> <li>• Trombone or Baritone/Euphonium: G2 to Bb3 (G - bb)</li> <li>• Tuba: G1 to Bb2 (G, -Bb)</li> </ul>
<p><b>Rhythmic-Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth</li> <li>• Develop the ability to count and perform rhythm patterns including dotted half notes, single eighths, and percussion to include sixteenth notes</li> <li>• Define and perform in 4/4 (common time), 3/4 and 2/4</li> <li>• Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes</li> <li>• Reinforce the concept of internalizing the beat</li> <li>• Continue to develop the skill of counting through multiple measure rests</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Rhythmic dictation</li> <li>• Rhythm Flash Cards</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic-Awareness</b>  <b>AKAS:</b> A.3, B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ balance within the section and within the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play familiar, simple tunes by ear</li> <li>• Play scales with dynamics and balance</li> </ul>
<p><b>Symbols &amp; Terms</b>  <b>AKAS:</b> A.2, B.1, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ continue to demonstrate knowledge of various signs and terms as introduced in Beginning Band</li> <li>○ demonstrate knowledge of various signs and terms including articulation, double bar line, right-facing repeat, first and second endings, staccato, legato/tenuto, accent, D.C. al fine, D.S. al fine, one measure repeat sign</li> <li>○ define the following dynamic markings: p, mp, mf, f and the symbols for crescendo and decrescendo</li> <li>○ identify key signatures for Bb and Eb Major</li> <li>○ Identify and demonstrate knowledge of common time, 4/4 and 3/4 time signatures</li> <li>○ introduce the following tempo markings: largo, andante, and introduce formal organizations: round/canon, theme and variations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Matching terms quiz</li> </ul>
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-2, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales and key signatures</li> <li>• Write out rhythms</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Reverse mad minutes</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Sight Reading</b> <b>AKAS:</b> A.2-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<b>Critical Listening &amp; Analysis</b> <b>AKAS:</b> B.1, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> </ul>

# ADVANCED BAND

<p><b>Grades:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Advanced Band</i> is designed for students who have successfully completed <i>Beginning Band</i> and/or <i>Intermediate Band</i>. The class will spend time on technical exercises as well as appropriate level band literature in preparing students for middle/junior high school and high school bands. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Be able to follow the instructor’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Possess knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Properly assemble and disassemble the instrument</li> <li>• Identify parts of instrument by their proper names</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument repair day</li> <li>• Instrument demonstrations</li> <li>• Place posters of instruments around room</li> <li>• Assist instructor in deep cleaning of instruments at the end of the year</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate reed strength in relation to student progress</li> <li>• Continue to use proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Use of main tuning slide</li> <li>• Lubricant removal/application</li> <li>• Water removal</li> </ul>	
<p><b>Playing Posture</b>  <b>AKAS:</b> B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times within the band</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>○ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>○ stop playing, watch and listen when the conductor stops the ensemble</li> <li>○ understand appropriate concert etiquette as an audience member and a performer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Silent rehearsals (Monk Day)</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>○ develop appropriate practice techniques</li> <li>○ develop and utilize appropriate warm-up techniques</li> <li>○ reinforce appropriate playing and resting position</li> </ul>	
<b>Tone Quality</b> <b>AKAS:</b> A.3, B.1-2, C.3, D.1 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development of sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Continue to improve steady airstream</li> <li>• Continue to develop awareness of ways to improve tone production</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ improve proper breathing techniques, proper embouchure, and use of tongue</li> <li>○ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level skills</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, and sticks</li> </ul> </li> <li>• Begin to make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Continue to develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, tenuto, staccato, and slurs</li> </ul> <p><b>Woodwinds</b></p> <ul style="list-style-type: none"> <li>Continue to develop good tonguing and airstream techniques</li> <li>Reinforce octave embouchure change for high and low notes for flute players</li> <li>Introduce and reinforce going over the break for clarinets</li> </ul> <p><b>Brass</b></p> <ul style="list-style-type: none"> <li>Continue to develop ability to use slurs on melodic phrases and consecutive partials (lip slurs)</li> </ul> <p><b>Trombone</b></p> <ul style="list-style-type: none"> <li>Continue to develop proper slur technique with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>Rubank Method</li> <li>Mouthpiece playing such as sirens and simple songs</li> <li>Call and Response using specific articulations</li> </ul>
<p><b>Percussion Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <p><b>Snare Drum</b></p> <ul style="list-style-type: none"> <li>Identify and play the following skills: single paradiddle, flam, flam tap, five-stroke roll, nine-stroke roll</li> <li>Play single stroke and double stroke rolls</li> <li>Introduce basic rudiments</li> <li>Play-with snares off</li> <li>Introduce rim and rim-shot techniques</li> </ul> <p><b>Bass Drum, and Cymbals</b></p> <ul style="list-style-type: none"> <li>Play with proper technique to include muting with opposite hand or knee</li> </ul> <p><b>Mallet Percussion</b></p> <ul style="list-style-type: none"> <li>Play single rolls on timpani, suspended cymbal and triangle</li> <li>Play indicated scales</li> <li>Make appropriate decisions on hand/sticking choice</li> </ul>	<ul style="list-style-type: none"> <li>Play scales on piano</li> <li>40 essential rudiments</li> <li>Play with metronome</li> <li>Lap playing</li> <li>Chair drumset</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Aural Skills &amp; Application</b>  AKAS: A.1, B.1-2, C.3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Continue to develop the ability to: <ul style="list-style-type: none"> <li>identify and utilize the tuning mechanisms of the instrument</li> <li>sing given pitch</li> <li>match pitch on instrument</li> <li>introduce the concept of tuning within a section and the whole group</li> </ul> </li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>Introduce adjustment of tension on all types of drum heads and to tune timpani, all with the aid of the instructor</li> </ul>	<ul style="list-style-type: none"> <li>Use of a tuner</li> <li>Internalization of the pitch (listen, sing, play)</li> <li>Call and response</li> <li><a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef</li> <li>Identify and play sharp, flat, and natural signs</li> <li>Memorize and play scales in the keys of Concert Bb and Eb, F</li> <li>Write the scales listed above</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>Introduce and reinforce alternate fingerings/positions</li> <li>Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>Scale exercises and worksheets</li> <li>Mad minutes</li> <li>Reverse mad minutes</li> <li>Note bingo</li> <li>Range builders</li> <li>Recommended Instrument Ranges according to the American Standard Pitch Notation (Helmholtz Pitch Notation):  Flute: F4 to C6 (f' - c''')  Oboe: F4 to C6 (f' - c''')  Bassoon: G2 to C4 (G - bb)  Clarinet: G3 to G5 (G - g''')  Alto Saxophone: D4 to A5 (d' - a'')  Tenor Saxophone: D4 to C6 (d' - c''')  Cornet or Trumpet: A3 to D5 (a - d'')  Horn: A3 to Eb5 (a - eb'')  Trombone or Baritone/Euphonium: G2 to C4 (G - c')  Tuba: G1 to C3 (G, -c)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Rhythmic Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, double eighth, single eighths, and dotted half, and sixteenth for percussion</li> <li>• Introduce and Develop the ability to count and perform rhythm patterns including syncopated eighths, dotted quarters</li> <li>• Define and perform in 4/4 (common time), 3/4 and 2/4 time</li> <li>• Introduce cut time and 6/8</li> <li>• Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes</li> <li>• Reinforce the concept of internalizing the beat</li> <li>• Continue to develop the skill of counting through multiple measure rests</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Monster Sight Reader</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> <li>• Rhythm dictation</li> <li>• Rhythm Flash Cards</li> </ul>
<p><b>Melodic-Awareness</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>◦ identify, define, and use correct phrasing techniques</li> <li>◦ balance within the section and within the total ensemble</li> <li>◦ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid</i>-when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid. Instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> <li>• Play familiar, simple tunes by ear</li> </ul>
<p><b>Symbols &amp; Terms</b>  AKAS: A.2, B.1, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>◦ define and demonstrate knowledge of various signs as they occur in the music: repeat sign, solo/soli/tutti/divisi/unison-accent, legato/tenuto, staccato, first and second endings, right-facing repeat sign, one measure repeat sign, D.C. al fine, fermata, and D.C. al coda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Introduce march form</li> <li>• Introduce aba form and pattern recognition</li> <li>• Matching terms quiz</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Symbols &amp; Terms (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ define the following dynamic markings: p, mp, mf, f, pp, ff, and the symbols for crescendo and decrescendo</li> <li>○ identify key signatures for Concert Bb, Eb, and F Major</li> <li>○ identify and demonstrate knowledge of common time, 2/4, 3/4 and 4/4 time signatures</li> <li>○ reinforce the following tempo markings: largo, andante, and allegro, and introduce maestoso, moderato, and ritardando</li> <li>○ define and recognize formal organizations: round/canon, theme and variations,</li> <li>○ introduce the terms melody and harmony</li> <li>○ introduce tacet, arpeggio, syncopation</li> </ul>	
<p><b>Sight Reading</b> AKAS: A.2-3, B.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<p><b>Notation &amp; Composition</b> AKAS: #1, #2, #3, #4, #10 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Reverse mad minutes</li> <li>• Write the aforementioned key signatures and scales in concert pitch and transposed pitch</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Rhythm dictation</li> </ul>
<p><b>Critical Listening &amp; Analysis</b> AKAS: B.1, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> </ul>

# CONCERT BAND

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation and at least one year experience playing requested instrument</p>	<p><b>Overview:</b>  <i>Concert Band</i> is designed for the more advanced band student. The class will spend time on technical exercises and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic events, and evening performances. This is a progressive skills class which may be repeated for credit</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Follow the teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Intermediate Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Continue to properly assemble and disassemble the instrument in a timely manner</li> <li>• Introduce instrument quality (student line, intermediate, and professional)</li> <li>• Introduce differences in mouthpieces and other hardware</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> <li>• Reinforcement of cleaning procedures of individual instruments</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate reed strength and brand choice in relation to student progress</li> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>◦ Continue to develop tuning slide technique</li> <li>• Lubricant removal/application</li> </ul>	
<p><b>Playing Posture</b></p> <p>AKAS: B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Continue to position chair, stand, and body to be able to watch the conductor at all times</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b></p> <p>AKAS: A.1-3, B.1-3, C.103, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>◦ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>◦ stop playing, watch and listen when the conductor stops the ensemble</li> <li>◦ understand appropriate concert etiquette as an audience member and performer</li> <li>◦ develop appropriate practice techniques</li> <li>◦ develop and utilize appropriate warm-up techniques</li> <li>◦ reinforce appropriate playing and resting position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Silent rehearsals (Monk Day)</li> <li>• Sectionals</li> <li>• Small ensemble/Solo experience</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>○ reinforce active listening skills</li> <li>○ experience playing repertoire in a wide variety of styles</li> </ul>	
<p><b>Tone Quality</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue developing appropriate tone quality</li> <li>• Demonstrate awareness of ways to improve tone production</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to develop ability to use proper breathing techniques</li> <li>○ Produce evenly sustained straight tones using an appropriate embouchure</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• continue developing ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> <li>○ demonstrate awareness of variation in sound produced by striking different areas of a given instrument</li> <li>○ make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> <li>• Produce a controlled and sustained vibrato if and when appropriate</li> </ul>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> <li>• Continue to expand instrument playing range</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Double tonguing</li> <li>• Introduction to extended instrument family members (e.g., piccolo, bari sax, alto clarinet, bass trombone)</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Woodwind &amp; Brass Techniques (cont.)</b>	<u><b>Woodwinds</b></u> <ul style="list-style-type: none"> <li>• Develop ability to define and play trills, and grace notes</li> <li>• How to read a trill chart</li> </ul>	
<b>Percussion Techniques</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <u><b>Snare Drum</b></u> <ul style="list-style-type: none"> <li>○ Continue development of the ability to identify and play the following rudiments: single paradiddle, flam, flam tap, flam</li> <li>○ Accent, flam paradiddle, nine-stroke roll, five-stroke roll, seventeen-stroke roll, drag/ruff</li> <li>○ Play single stroke and double stroke rolls with increased speed</li> <li>○ Play on the rim and rim-shots</li> </ul> <u><b>Bass Drum, Cymbals, and Auxiliary Percussion</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to play with proper technique</li> <li>○ Continue to develop ability to play rolls on timpani, suspended cymbal and triangle</li> </ul> <u><b>Mallet Percussion</b></u> <ul style="list-style-type: none"> <li>• Play indicated scales</li> </ul>	<ul style="list-style-type: none"> <li>• 40 essential rudiments</li> <li>• Hand and wrist checklist</li> </ul>
<b>Aural Skills &amp; Application</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ tune to a given pitch</li> <li>○ play and tune instrument to a given pitch, from an electronic tuner, or another instrument</li> <li>○ sing given pitch</li> </ul> </li> </ul> <u><b>Woodwinds and Brass</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <u><b>Percussion</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to adjust tension on all types of drum heads and to tune timpani</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Develop ability to tune properly while using a mute</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> A.3, B.1-2, C.2-3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify all notes in the appropriate clef</li> <li>• Develop an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>• Be able to identify whole steps and half steps and how they relate to major scales</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, D<sup>b</sup>, G<sup>b</sup>, B, E, A, D, and G major</li> <li>• Memorize F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, C, and G major scales</li> <li>• Play and memorize a one octave chromatic scale</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Use alternate fingerings/positions</li> <li>○ Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Write the scales listed above in both concert and transposed key signatures</li> <li>• Write the scales listed above in both concert and transposed key signatures</li> <li>• Suggested instrument ranges:  Flute: C4 to F6 (C' - F''')  Oboe: C4 to E6 (C' - E''')  Bassoon: Eb2 to Eb4 (Eb - eb)  Clarinet: F3 to G5 (F - G'')  Bass Clarinet F3 to G5 (F - G'')  Saxophones: C4 to E6 (C' - E''')  Cornet or Trumpet: G3 to E5 (G - E'')  F Horn: G3 to F5 (G - F'')  Trombone or Baritone/Euphonium: F2 to D4 (F - D')  Tuba: F1 to D3 (F - D)</li> </ul>
<p><b>Rhythmic Literacy</b>  <b>AKAS:</b> A.3, B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Count, clap, and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets and other beat/note divisions and sixteenth</li> <li>• Define and perform in all indicated meters</li> <li>• Perform rhythm patterns incorporating fermatas, ties, pickup, and grace notes</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Syncopation activities</li> <li>• Rhythm Flash Cards</li> <li>• Define and perform in polymetric and polyrhythmic idioms</li> <li>• Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, and 6/8 meters</li> <li>• Rhythm dictation</li> </ul>
<p><b>Melodic-Awareness</b>  <b>AKAS:</b> A.3, B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to identify, define, and use correct phrasing techniques</li> <li>• Continue to develop the ability to play familiar, simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the total ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid:</i> when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid; instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Symbols &amp; Terms</b>  AKAS: A.2, B.1, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to define and demonstrate knowledge of various signs as they occur in the repertoire</li> <li>• Use resources to look up definitions outside of class</li> <li>• Continue to develop knowledge of the circle of fifths and how to use it to identify major and minor keys</li> <li>• Define and play all indicated tempo markings in the repertoire and understand their use as expressive elements</li> <li>• Define and play all indicated dynamic markings in the repertoire and understand their use as expressive elements</li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Key signature identification</li> <li>• Meter identification</li> <li>• Hypothetical meter exercises</li> </ul>
<p><b>Notation &amp; Composition</b>  AKAS: A.1-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes and rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Be able to identify the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Write the key signatures and related scales in concert pitch and transposed pitch</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>
<p><b>Sight Reading</b>  AKAS: A.2-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<p><b>Critical Listening and Analysis</b>  AKAS: B.1, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music and various composers other than current popular trends through listening in the classroom and/or attending live performances</li> <li>• Develop ability to listen critically to music and discuss what they hear using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> <li>• Identify musical styles such as marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Form mapping exercises</li> <li>• Melodic contouring exercises</li> </ul>

# JAZZ BAND

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be in <i>Varsity</i> or <i>Concert Band</i> unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. Recommended contact time for middle school jazz band is 200 minutes per week. This is a progressive skills class which may be repeated for credit</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Concert Band</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.2-3, B.1-2, C.2-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of: <ul style="list-style-type: none"> <li><b>Woodwinds</b> <ul style="list-style-type: none"> <li>◦ alternate fingers</li> </ul> </li> <li><b>Brass</b> <ul style="list-style-type: none"> <li>◦ upper range</li> <li>◦ alternate positions/fingerings</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Vibrato (slide vibrato)</li> </ul>
<p><b>Rhythm Section Techniques</b>  <b>AKAS:</b> A.2-3, B.1-2, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Piano</b> <ul style="list-style-type: none"> <li>• Understand the concepts of major, minor, major 7, dominant 7, minor 7, diminished chords</li> <li>• Identify and play the 3rd and 7th of chords in the repertoire to create appropriate comping voicings</li> <li>• Play melody, accompaniment (comping), and solos</li> <li>• Use-chord symbols in comping technique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compose stylistically correct bass lines from common chord symbols</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Rhythm Section Techniques (cont.)</b></p>	<p><b><u>Bass</u></b></p> <ul style="list-style-type: none"> <li>Identify and play root and 5th of chords in the repertoire</li> <li>Be introduced to walking bass line</li> <li>Keep accurate time</li> </ul> <p><b><u>Guitar</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate chord shapes for major, minor, maj7, dominant 7, and minor 7 chords using 5th and 6th string roots.</li> <li>Play melody, accompaniment (comping), and solos</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>The bass drum, hi-hat, ride cymbal, crash cymbal, snare drum, tom-toms, additional cymbals</li> <li>Identify and play the 3rd and 7th of chords in the repertoire to create appropriate comping voicings</li> </ul>	
<p><b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of basic chord construction and symbols for major, minor, diminished triads, and major, dominant, minor, and diminished 7th chords</li> </ul>	<ul style="list-style-type: none"> <li>Sight read simple charts</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of how notes and phrases are played in swing, Latin, and rock styles</li> </ul>	<ul style="list-style-type: none"> <li>Count out rhythms and write them on the board</li> <li>Warm ups on rhythms</li> <li>Scales on new rhythms and articulations</li> </ul>
<p><b>Melodic Awareness</b> AKAS: A.3, B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Develop the ability to: <ul style="list-style-type: none"> <li>identify, define, and use correct phrasing techniques in varying jazz styles</li> <li>balance within the section</li> <li>balance within the total ensemble</li> </ul> </li> </ul> <p><b><u>Rhythm Section</u></b></p> <ul style="list-style-type: none"> <li>Develop knowledge of: <ul style="list-style-type: none"> <li>ability to play as a unit and in response to the large ensemble or a soloist</li> </ul> </li> </ul> <p><b><u>Wind Players</u></b></p> <ul style="list-style-type: none"> <li>Introduce the concept of lead and supporting roles within a section</li> </ul>	<ul style="list-style-type: none"> <li>Warm-ups with different dynamics</li> <li>Listening across the ensemble</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Symbols &amp; Terms</b>  <b>AKAS:</b> A.3, B.1-2, C.1-2, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of and the ability to play the following jazz articulations: fall off short and long glissando</li> <li>• Develop a knowledge of accent markings and how they are performed in varying jazz styles</li> </ul>	<ul style="list-style-type: none"> <li>• Matching terms/symbols quiz</li> </ul>
<p><b>Improvisation</b>  <b>AKAS:</b> A.3, B.1-2, C. 1-2, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and technique to improvise using common major and minor scales</li> <li>• Develop ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of common major and minor scales/modes: major, natural minor, dorian, mixolydian, bebop, blues)</li> </ul>
<p><b>Musical Styles</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to define and play differing musical styles related to the jazz ensemble idiom</li> </ul>	<ul style="list-style-type: none"> <li>• Other examples: 12 bar song form, 32 bar song form, AABA, ABAC</li> <li>• Funk, rock, swing, and Latin genres</li> </ul>
<p><b>Sight Reading</b>  <b>AKAS:</b> A.2-3, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read appropriate level literature</li> </ul>	<ul style="list-style-type: none"> <li>• Accidentals and alternate fingerings</li> <li>• Key signature and time signature reinforcement</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> B.1, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge through classroom listening and attending live performances</li> <li>• Develop ability to listen critically to music and discuss what they hear using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Form mapping exercises</li> <li>• Melodic contouring exercises</li> </ul>

# VARSITY BAND

<p><b>Grades:</b> 7-8  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation and at least one year experience playing requested instrument</p>	<p><b>Overview:</b>  <i>Varsity Band</i> is designed for those students who are not ready for the advanced class, but are past the beginning stage. Students will spend time on technical exercises as well as appropriate level music, in preparing students for the next level of instruction. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Follow the teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Develop knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Properly assemble and disassemble the instrument in a timely manner</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate reed choice in relation to student progress</li> <li>• Continue to demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> <li>• Reinforcement of cleaning procedures of individual instruments</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to developing multiple tuning slide technique</li> <li>• lubricant removal/application</li> </ul>	
<p><b>Playing Posture</b> AKAS: B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development of playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times within the band</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: A.1-3, B.1-3, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>◦ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>◦ stop playing, watch and listen when the conductor stops the ensemble</li> <li>◦ understand appropriate concert etiquette as an audience member and performer</li> <li>◦ develop appropriate practice techniques</li> <li>◦ reinforce proper playing and resting position</li> <li>◦ reinforce active listening concepts</li> <li>◦ experience playing repertoire in a wide variety of styles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Silent rehearsals (Monk Day)</li> <li>• Sectionals</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development of sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Continue to develop awareness of ways to improve tone production</li> <li>• Continue to improve steady airstream</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to use proper breathing techniques, embouchure, and tonguing</li> <li>• Develop evenly sustained straight tones using an appropriate embouchure</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Continue developing ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks</li> <li>○ demonstrate awareness of variation in sound produced by striking different areas of a given instrument</li> <li>○ make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> <li>• Recognize the connection between playing posture and tone production</li> </ul>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato/tenuto, staccato, accents, and slurs</li> <li>• Continue to expand instrument playing range</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Introduction to extended instrument family members (e.g., piccolo, bari sax, alto clarinet, bass trombone)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques (cont.)</b></p>	<p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tonguing and airstream techniques</li> <li>• Reinforce octave embouchure change for high and low notes for flute players</li> <li>• Reinforce going over the break for clarinets</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to use slurs on consecutive partials (lip slurs)</li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper slur technique with slide and tongue</li> </ul>	
<p><b>Percussion Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1 NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum</u></b></p> <ul style="list-style-type: none"> <li>• Continue development of the ability to: <ul style="list-style-type: none"> <li>◦ identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen stroke roll, single drag/ruff</li> <li>◦ play single stroke and double stroke rolls</li> <li>◦ play on the rim and rim-shots</li> </ul> </li> </ul> <p><b><u>Bass Drum, Cymbals, and Auxiliary Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>◦ play with proper technique</li> <li>◦ play rolls on timpani, suspended cymbal, and triangle</li> </ul> </li> </ul> <p><b><u>Mallet Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>◦ play indicated scales</li> <li>◦ Make appropriate decisions on hand/sticking choice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• 40 essential rudiments</li> <li>• Hand and wrist checklist</li> <li>• Use of a metronome</li> </ul>
<p><b>Aural Skills &amp; Application</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the ability to tune to a given pitch</li> <li>• Introduce the ability to play and tune instrument to a given pitch, from an electronic tuner, or another instrument</li> <li>• Sing given pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Call and response</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Aural Skills &amp; Application (cont.)</b></p>	<p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>Continue to develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>Continue to develop ability to adjust tension on all types of drum heads and to tune timpani</li> </ul>	
<p><b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef</li> <li>Introduce an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>Identify and play sharp, flat, and natural signs</li> <li>Play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, G, and major</li> <li>Memorize Eb, Bb, F, and C</li> <li>Play a one octave chromatic scale</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>Use alternate fingerings/positions</li> <li>Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>Scale exercises</li> <li>write the scales listed above in both concert and transposed key signatures</li> <li>Suggested instrument ranges: Flute: D4 to F6 (d' - f''') Oboe: D4 to B6 (d' - b''') Bassoon: Eb2 to Eb4 (Eb - eb) Clarinet: F3 to G5 (F - g'') Bass Clarinet F3 to G5 (F - g'') Saxophones: C4 to C6 (c' - c''') Cornet or Trumpet: G3 to E5 (g - e'') F Horn: G3 to F5 (g - f'') Trombone or Baritone/Euphonium: F2 to D4 (F - d')</li> <li>Tuba: F1 to D3 (F, -d)</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Continue to develop ability to count, clap, and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets, and sixteenth</li> <li>Define and perform in common time, cut time, 3/4, 2/4, and 6/8</li> <li>Perform rhythm patterns incorporating fermatas, ties, pickup notes, and grace notes</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhythm activity</li> <li>Syncopation activities</li> <li>Rhythm Flash Cards</li> <li>Monster sight reader</li> <li>Replicate the conducting patterns used in 4/4, 3/4, and 2/4 meters</li> <li>Rhythm dictation</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic Awareness</b>  <b>AKAS:</b> A.3, B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ play familiar, simple tunes by ear (such as <i>Happy Birthday</i>)</li> <li>○ balance within the section and within the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid:</i> when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid; instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> </ul>
<p><b>Symbols &amp; Terms</b>  <b>AKAS:</b> A.2, B.1, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to define and demonstrate knowledge of various terms signs as they occur in the repertoire</li> <li>• Become familiar with resources to look up definitions outside of class</li> <li>• Introduce the circle of fifths and how to use it to identify major and minor keys</li> <li>• Define the following dynamic markings: pp, p, mp, mf, f, ff, fp, first and second time dynamics (ex: mp-f) and the symbols of crescendo and decrescendo</li> <li>• Identify key signatures mentioned in Musical Literacy section</li> <li>• Identify and demonstrate knowledge of time signatures mentioned in Rhythmic Literacy section</li> <li>• Define and play all indicated tempo markings as they occur in the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Terminology tests</li> </ul>
<p><b>Sight Reading</b>  <b>AKAS:</b> A.2-3, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-3, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>◦ draw the notes and rests and musical symbols previously introduced</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Write the aforementioned key signatures and related scales in concert pitch and transposed pitch</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> B.1, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Develop ability to listen critically to music and discuss what they hear using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Form mapping exercises</li> <li>• Melodic contouring exercises</li> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> <li>• Creative listening</li> </ul>

# JAZZ BAND

<p><b>Grades:</b> 6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be enrolled in band or orchestra unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. Recommended minimum contact time is 60 minutes per week.</p>
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques</b></p> <p>AKAS: A.2-3, B.1-2, C.2-3, D.1-2</p> <p>NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of: <ul style="list-style-type: none"> <li>◦ alternate fingers</li> </ul> </li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of: <ul style="list-style-type: none"> <li>◦ upper range</li> <li>◦ alternate positions/fingerings</li> </ul> </li> </ul>	
<p><b>Rhythm Section Techniques</b></p> <p>AKAS: A.2-3, B.1-2, C.1-3, D.1-2</p> <p>NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Piano</u></b></p> <ul style="list-style-type: none"> <li>• Introduce ability to: <ul style="list-style-type: none"> <li>◦ know and use introductory chord symbols such as dominant 7</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use common chord symbols in comping technique for piano and mallet instruments</li> <li>• Basic drumset beats like swing and rock</li> <li>• Basic jazz bass comping including I and V in time</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythm Section Techniques (cont.)</b>	<p><b><u>Bass</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a knowledge of and ability to: <ul style="list-style-type: none"> <li>◦ know and use introductory chord symbols such as dominant 7</li> <li>◦ keep accurate time</li> </ul> </li> </ul> <p><b><u>Guitar</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a knowledge of and ability to: <ul style="list-style-type: none"> <li>◦ identify and play introductory chord</li> </ul> </li> </ul>	
<b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of basic chord construction and symbols for major, minor, and dominant 7 chords</li> </ul>	
<b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of how notes and phrases are played in swing, Latin, and rock styles</li> </ul>	<ul style="list-style-type: none"> <li>• Count out rhythms and write them on the board</li> <li>• Warm ups on rhythms</li> <li>• Scales on new rhythms and articulations</li> </ul>
<b>Melodic Awareness</b> AKAS: A.3, B.1-2, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of: <ul style="list-style-type: none"> <li>◦ correct phrasing techniques in varying jazz styles</li> <li>◦ balance within the section</li> <li>◦ balance within the total ensemble</li> </ul> </li> </ul> <p><b><u>Lead Trumpet, Trombone, and Alto Saxophone</u></b></p> <ul style="list-style-type: none"> <li>◦ abilities required of this position</li> </ul> <p><b><u>Rhythm Section</u></b></p> <ul style="list-style-type: none"> <li>◦ ability to play as a unit and in response to the large ensemble or a soloist</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-ups with different dynamics</li> <li>• Listening across the ensemble</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: A.3, B.1-2, C.1-2, D.1-2 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the following jazz articulations: fall off short and long, glissando</li> <li>• Develop a knowledge of accent markings and how they are performed in varying jazz styles</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing jazz font</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Improvisation</b>  AKAS: A.3, B.1-2, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge and technique to improvise solos using common major and minor scales</li> <li>• Introduce ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music</li> </ul>	<ul style="list-style-type: none"> <li>• Scale examples: (major, dorian, mixolydian, bebop, blues)</li> </ul>
<p><b>Musical Styles</b>  AKAS: A.1-3, B.1-3, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce ability to define and play differing musical styles related to the jazz ensemble idiom such as swing and straight eighth notes</li> <li>• Introduce common jazz forms such as 12 bar blues and ABA</li> </ul>	<ul style="list-style-type: none"> <li>• Other examples: 12 bar song form, 32 bar song form, AABA, ABAC</li> <li>• Funk, rock, swing, and Latin genres</li> </ul>
<p><b>Sight Reading</b>  AKAS: A.2-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce ability to sight read appropriate level literature</li> </ul>	<ul style="list-style-type: none"> <li>• Accidentals and alternate fingerings</li> <li>• Key signature and time signature reinforcement</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  AKAS B.1, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of varying jazz styles and performers through classroom listening and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	

# Alternate Style

# CHAMBER ENSEMBLE

<p><b>Grades:</b> 6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Ensemble</i> is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to: guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals (preferred, but not required)</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Instrument Care</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the applicable instruments/equipment</li> <li>• Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage</li> </ul>	

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Performance &amp; Rehearsal Expectations</b>  <b>AKAS:</b> B.2-3, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing and resting positions</li> <li>• Position stand and body to be able to watch the conductor/leader when applicable</li> <li>• Stop playing, watch and listen when the conductor/leader stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument/equipment</li> <li>• Demonstrate increased awareness of ways to improve tone production</li> <li>• Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing</li> </ul>	
<p><b>Music Notation</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable)</li> <li>• Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style)</li> </ul>	
<p><b>Rhythmic Knowledge</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Count and perform rhythm patterns combining various notes and rests appropriate for the age/skill level of the ensemble</li> </ul>	
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Will experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances</li> </ul>	

# ELEMENTARY KEYBOARD

<p><b>Grades:</b> 6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>          In <i>Elementary Keyboard</i>, students will be introduced to the piano or electronic keyboard. Students will be introduced to the basics of standard music notation and technique. Recommended contact time is 60 minutes per week.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use keyboard with proper care</li> <li>• Be able to follow the instructor’s directions</li> <li>• Participate cooperatively in a group</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> <li>• Improve technical skills on the keyboard</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn direction of the notes - up is to the right, down is to the left</li> <li>• Recognize the groupings of black keys</li> <li>• Be able to find all the C's, G's and F's in relationship to the black keys, also be able to identify middle C</li> <li>• If an acoustic piano is available, show students how the keys</li> </ul>	<ul style="list-style-type: none"> <li>• Play all the groups of 2 black keys going up or down, alternating hands; repeat playing groups of three black keys</li> <li>• Name all white keys and be able to find them in relationship to black keys</li> <li>• Keyboard worksheets</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn correct posture:             <ul style="list-style-type: none"> <li>○ height adjustments to the seating may be needed for correct posture</li> <li>○ forearms are parallel to the floor with no bend in the wrist</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A footstool is recommended for smaller students, this improves posture and balance, (hanging legs will fall asleep, milk carton crates may work)</li> <li>• Eyes on music not fingers</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Technique</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn: <ul style="list-style-type: none"> <li>○ finger numbers</li> <li>○ RH and LH (abbreviations)</li> <li>○ hands should be in a relaxed position, playing on the fleshy fingertip and outside edge of thumb</li> <li>○ curved fingers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play catch with a bean bag or Cush ball, using a partner or one handed catches, or by oneself, ball or beanbag goes no higher than eyes</li> <li>• Make a balloon with your hands together, wrists touching, tap fingertips together</li> <li>• Tap fingertips to the thumb tip</li> <li>• Wiggle fingers as the finger numbers are called out</li> <li>• Fingernails need to be short</li> </ul>
<p><b>Musical Theory</b> AKAS: A.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce quarter notes, half notes, and whole notes and counting their value while playing</li> <li>• Learn the music alphabet, forwards and backwards</li> <li>• Learn about moving in octaves by moving from one black key group to another</li> </ul>	<ul style="list-style-type: none"> <li>• Clap rhythms and count the clapping</li> <li>• Write in counting</li> <li>• Rhythm flashcards</li> </ul>
<p><b>Melodic Perception</b> AKAS: A.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of melody and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• Play hands separately</li> <li>• Play melody with both hands</li> <li>• Play melody and accompaniment with opposite hands</li> </ul>
<p><b>Symbols &amp; Terms</b> AKAS: A.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize: <ul style="list-style-type: none"> <li>○ treble clef locates notes and keys above middle C</li> <li>○ the bass clef locates notes and keys below middle C</li> <li>○ the grand staff connects notes above and below middle C</li> <li>○ the symbols for quarter, half, whole and dotted half notes and their corresponding rests</li> <li>○ a repeat sign and final bar line</li> <li>○ differentiate line and space notes on a staff and leger lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sharps raise a note by one key</li> <li>• Flats lower a note by one key</li> <li>• Recognize that crescendo and decrescendo are similar to the math symbols greater than and less than</li> <li>• The symbols for slurs and ties</li> <li>• Note naming exercises</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Symbols &amp; Terms (cont.)</b>	<ul style="list-style-type: none"> <li>○ introduce the concept of intervals</li> <li>○ introduce sharps and flats symbols in music</li> </ul>	
<b>Tone Quality</b> <b>AKAS:</b> B.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize that touch changes the sound of the instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Pounding is not allowed</li> <li>• Touch affects tone quality</li> <li>• Dynamics are also affected by how the keys are hit</li> <li>• Staccato articulation is produced as if you are touching something hot, strike the key quickly and release</li> </ul>

# BEGINNING GUITAR (Grade 6)

<p><b>Grades:</b> 6  <b>Length:</b> One Quarter or One Semester or Yearlong (<i>Designed to be flexible: possibly two one-quarter courses, one semester, or a full year-long course</i>)  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>          In <i>Beginning</i> Guitar, students will be introduced to beginning techniques of playing the guitar. These techniques may include: reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instruments outside the classroom</li> <li>• Develop and refine ability to make critical and constructive criticism of one’s own performance and the performance of others</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of the instrument</li> <li>• Locate strings by letter name and/or number</li> <li>• Demonstrate proper care and maintenance of the instrument:             <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques, in and out of the case</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have a poster/or posters on which the students may practice labeling the parts</li> <li>• Have students create acronyms for the string names, lowest to highest e.g., every apple does go bad eventually (elmo ate dynamite good-bye elmo)</li> <li>• Fat string, big number (6), skinny string small number (1)</li> </ul>



<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Playing Posture</b> AKAS: B.1, D.1 NAME:</p>	<p>o proper storage of the case</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Keep the back straight</li> <li>• Placement of guitar body on upper leg</li> <li>• Optional use of foot stand</li> <li>• Angle of guitar neck</li> <li>• Correct left and right hand position</li> </ul>	<ul style="list-style-type: none"> <li>• Model the correct playing posture and have students copy and model back to teacher</li> <li>• Introduce foot stool and guitar strap</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop good tone through the use of a pick and/or strumming with the right hand</li> <li>• Become aware of dynamics through the use a pick or strumming with the right hand</li> <li>• Be aware that tone development is affected by the correct placement and pressure of the left hand fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Introduce the use of right hand fingernails for playing</li> </ul>
<p><b>Tuning Techniques</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Gain an awareness of the sounds of the instrument being in tune</li> </ul>	<ul style="list-style-type: none"> <li>• Use of tuning devices such as Snark</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to use various strumming patterns appropriate for the style</li> </ul>	<ul style="list-style-type: none"> <li>• Strum a quarter note pattern in 2/4, 3/4, and 4/4 time</li> <li>• Follow the rhythmic pattern of the melody</li> <li>• Strum one time per measure as appropriate for the song being accompanied</li> </ul>
<p><b>Musical Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read and play chords using a chord chart</li> <li>• Read and play melodies using tab and/or standard notation in first position</li> <li>• Identify the strings in a chord frame, and be able to place the correct fingers on the correct strings</li> <li>• Explore the Spanish terms for the right hand fingers</li> <li>• Identify the symbols for down and up strumming</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested beginning chords: em, am, g, d, c, a, a7, d7, g7, e, e7, f</li> <li>• Be able to identify a treble clef, the names of the lines and spaces</li> <li>• Understand the notation used in tab</li> <li>• Understand the use of ledger lines and their names for playing on the lower strings of the guitar</li> </ul>

# GUITAR, BEGINNING

<p><b>Grades:</b> 7-8  <b>Length:</b> One Quarter or One Semester or Yearlong (<i>Designed to be flexible: possibly two one-quarter courses, one semester, or a full year-long course</i>)  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>          In <i>Beginning Guitar</i>, students will be introduced to beginning techniques of playing the guitar. These techniques may include: reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make critical and constructive criticism of one's own performance and the performance of others</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor's directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of the instrument</li> <li>• Locate strings by letter name and/or number</li> <li>• Demonstrate proper care and maintenance of the instrument:             <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques, in and out of the case</li> <li>○ proper storage of the case</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have a poster/or posters on which the students may practice labeling the parts</li> <li>• Have students create acronyms for the string names, lowest to highest e.g., every apple does go bad eventually (elmo ate dynamite good-bye elmo)</li> <li>• Fat string, big number (6), skinny string small number (1)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Keep the back straight</li> <li>• Placement of guitar body on upper leg</li> <li>• Optional use of foot stand</li> <li>• Angle of guitar neck</li> <li>• Correct left and right hand position</li> </ul>	<ul style="list-style-type: none"> <li>• Model the correct playing posture and have students copy and model back to teacher</li> <li>• Introduce foot stool and guitar strap</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop good tone through the use of a pick and/or strumming with the right hand</li> <li>• Become aware of dynamics through the use a pick or strumming with the right hand</li> <li>• Be aware that tone development is affected by the correct placement and pressure of the left hand fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Introduce the use of right hand fingernails for playing</li> </ul>
<p><b>Tuning Techniques</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Gain an awareness of the sounds of the instrument being in tune</li> </ul>	<ul style="list-style-type: none"> <li>• Use of tuning devices such as Snark</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to use various strumming patterns appropriate for the style</li> </ul>	<ul style="list-style-type: none"> <li>• Strum a quarter note pattern in 2/4, 3/4, and 4/4 time</li> <li>• Follow the rhythmic pattern of the melody</li> <li>• Strum one time per measure as appropriate for the song being accompanied</li> </ul>
<p><b>Musical Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read and play chords using a chord chart</li> <li>• Read and play melodies using tab and/or standard notation in first position</li> <li>• Identify the strings in a chord frame, and be able to place the correct fingers on the correct strings</li> <li>• Explore the Spanish terms for the right hand fingers</li> <li>• Identify the symbols for down and up strumming</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested beginning chords: em, am, g, d, c, a, a7, d7, g7, e, e7, f</li> <li>• Be able to identify a treble clef, the names of the lines and spaces</li> <li>• Understand the notation used in tab</li> <li>• Understand the use of ledger lines and their names for playing on the lower strings of the guitar</li> </ul>

# GUITAR, INTERMEDIATE

<p><b>Grades:</b> 8  <b>Length:</b> One Semester  <b>Prerequisite:</b> <i>Beginning Guitar</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Guitar</i> is designed for the students who wish to continue learning to read and play music on the guitar. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of instrument.</li> <li>• Demonstrate proper care of the instrument: <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques</li> <li>○ proper storage in the case</li> <li>○ proper use and maintenance of humidifier (opt)</li> <li>○ demonstrate proper technique of string replacement and peg adjustment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students make a drawing of a guitar, labeling parts for their three ring binder notebook where they will keep handouts and music</li> <li>• Demonstrate proper techniques for replacing a string</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b>  AKAS: B.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the proper playing posture: <ul style="list-style-type: none"> <li>○ keeping the back straight</li> <li>○ placement of guitar body on upper leg</li> <li>○ optional use of foot stand</li> <li>○ angle of guitar neck</li> <li>○ correct left and right hand position</li> <li>○ introduce shifting and position playing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and monitor students' posture</li> </ul>
<p><b>Tone Quality</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tone through the use of a pick and/or strumming with the right hand</li> <li>• Develop awareness of ways to improve tone</li> <li>• Develop awareness of ways to alter tone</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Continue to reinforce the picking techniques for RH using <i>p, i, m, a</i>: by introducing more literature that reinforces this technique</li> </ul>
<p><b>Tuning Techniques</b>  AKAS: B.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Tune to the piano keyboard</li> <li>• Tune to a pitch pipe</li> <li>• Tune the sixth string and using the 5th and 4th fret tuning technique</li> <li>• Tune with harmonics</li> <li>• Tune with an electronic tuning device</li> <li>• Develop awareness of peg rotation and its effect on tuning</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to tune their own guitars</li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to count, clap, and perform rhythm patterns combining various notes and rests: whole, dotted half, half, dotted quarter, quarter, and eighth</li> <li>• Define and perform in 4/4, 3/4, 6/8, and 2/4 meter</li> <li>• Count, clap, and perform rhythm patterns using fermatas, ties, and pickup notes</li> <li>• Select various strumming patterns and determine appropriateness for the style and context of the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Practice conducting patterns for the different time signatures using simple melodies for examples to conduct</li> <li>• Have students create and notate rhythm patterns to strum on the guitar</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ play familiar, simple melodies by ear</li> <li>○ use contrasting dynamics and various tempo markings</li> <li>○ define and perform fundamental i, iv, and v chords (with the help of the circle of fifths)</li> <li>○ read and play chords using a chord chart</li> <li>○ define and perform the various major and minor scales</li> <li>○ continue to develop chord vocabulary (memorized chords)</li> <li>○ read and play melodies using tab and/or standard notation in various positions</li> <li>○ use appropriate fingerings for each chord that appears in the music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in small ensembles for the class, with assessment by peers and teacher</li> <li>• Play a scale in thirds</li> <li>• Balance with the section and the total ensemble</li> <li>• Identify the various key signatures</li> <li>• Perform individually and in small ensembles for the class, with assessment by peers and teacher</li> <li>• Define treble (G) clef, the lines and spaces, ledger lines used in music, bar lines, double bars, repeat signs, and all other markings applicable to the performance of the music</li> <li>• Have students find TAB for a favorite song on-line; download it; learn to read and play</li> <li>• Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard</li> <li>• Practice filling in chord frames for chords learned with correct fingerings and correct chord names</li> </ul>
<p><b>Notation &amp; Composition</b>  AKAS: A.1-3, B.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Symbol: write a song using a chord progression</li> <li>• Create a melody and notate using TAB and/or standard notation</li> </ul>	<ul style="list-style-type: none"> <li>• Transcribe a simple classical piece for guitar or ensemble, and perform for the class</li> <li>• Introduce basic binary form (AB and ABA) for composing</li> </ul>
<p><b>Improvisation</b>  AKAS: A.1-3, B.1-3, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ improvise in common major and minor pentatonic scales</li> <li>○ create improvised solos using melodic line, rhythm, tone quality, and style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will need to be familiar with the guitar fingerboard and scales, basic chord structures, and inner voices of chord structures to begin improvisation</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  AKAS: B.1-3, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of various styles of music utilizing guitar, other than the current popular trends, through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• As students are introduced to the different styles, almost all of the guitarists have web-sites dedicated to them, with videos available of their performances, and downloads of their techniques are available</li> </ul>

# HANDBELL CHOIR (Grade 6)

<p><b>Grades:</b> 6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Handbell Choir</i> is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Possess physical abilities adequate to play handbells</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Learn the various terminology and vocabulary associated with handbells and ringing</li> <li>• The appropriate care and handling of bells</li> <li>• The identification of individual bells and the sounds they produce</li> <li>• Students learn how to read and play from a simple musical score that uses standard western notation</li> <li>• Follow beat patterns</li> <li>• Work collaboratively as part of a group</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Performing</b>  <b>AKAS:</b> B.1-3, C. 1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop handbell techniques: ringing, dampening, shake, thumb damps, martellato, tower swings, weaving, 4-in-hand</li> <li>• Perform:             <ul style="list-style-type: none"> <li>○ a varied repertoire of handbell music alone and with others</li> <li>○ various rhythmic patterns using whole, half, quarter, eighth, and sixteenth notes, along with dotted and triplet patterns, and duple and compound meters as the score indicates</li> <li>○ demonstrate ability to read a handbell score and describe how the elements of music are used</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in scheduled concerts or other musical events</li> </ul>





Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performing (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ recognize assigned notes and their corresponding accidentals on the music staff and apply them to bell performance</li> <li>○ recognize lead lines-and melody lines in multi- part ringing</li> <li>○ create chords by playing given notes together; create harmony by playing repertoire as an ensemble</li> <li>○ play assigned notes and matching accidentals on handbells; apply various advanced handbell techniques as indicated by the musical</li> <li>○ score (e.g., trills, martellato, mart-lift, echo, thumb damp, plucking, mallet, 4-in-hand, and shelly ringing)</li> <li>○ prepare and polish music for concerts</li> <li>○ demonstrate appropriate concert behavior</li> </ul>	
<p><b>Connecting</b> AKAS: D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify periods of history as handbell use developed</li> <li>• Develop repertoire of various music with understanding of its origins and purpose</li> <li>• Investigate career fields</li> </ul>	<ul style="list-style-type: none"> <li>• Explore various historical, cultural, and pop styles</li> <li>• Use internet to research musical careers</li> </ul>
<p><b>Listening/Analysis</b> AKAS: B.3, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate individual competency in an ensemble setting</li> <li>• Listen to, analyze, and describe examples of handbell music</li> <li>• Evaluate a given musical work in terms of its aesthetic expressive qualities and explain the musical elements used explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Apply theory and methods to proper performance techniques; recognize handbell notation as it applies to various ringing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recordings of various handbell choirs playing a variety of sacred and secular music</li> <li>• Compare/contrast two versions of a handbell piece</li> </ul>

# HANDBELL CHOIR

<p><b>Grades:</b> 7-8  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Handbell Choir</i> is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Possess physical abilities adequate to play handbells</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Learn the various terminology and vocabulary associated with handbells and ringing</li> <li>• The appropriate care and handling of bells</li> <li>• The identification of individual bells and the sounds they produce</li> <li>• Students learn how to read and play from a simple musical score that uses standard Western notation</li> <li>• Learn to follow beat patterns</li> <li>• Learn to work collaboratively as part of a group</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Performing</b>  <b>AKAS:</b> B.1-3, C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop handbell techniques: ringing, dampening, shake, thumb damps, martellato, tower swings, weaving, 4-in-hand</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ a varied repertoire of handbell music alone and with others</li> <li>○ various rhythmic patterns using whole, half, quarter, eighth, and sixteenth notes, along with dotted and triplet patterns, and duple and compound meters as the score indicates</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in scheduled concerts or other musical events</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performing (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ demonstrate ability to read a handbell score and describe how the elements of music are used</li> <li>○ recognize assigned notes and their corresponding accidentals on the music staff and apply them to bell performance; recognize lead lines and melody lines in multi- part ringing</li> <li>○ create chords by playing given notes together; create harmony by playing repertoire as an ensemble</li> <li>○ play assigned notes and matching accidentals on handbells; apply various advanced handbell techniques as indicated by the musical score (e.g., trills, martellato, mart-lift, echo, thumb damp, plucking, mallet, 4-in-hand, and shelly ringing).</li> <li>○ prepare and polish music for concerts</li> <li>○ demonstrate appropriate concert behavior</li> </ul>	
<p><b>Connecting</b> AKAS: D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify periods of history as handbell use developed</li> <li>• Develop repertoire of various music with understanding of its origins and purpose</li> <li>• Investigate career fields</li> </ul>	<ul style="list-style-type: none"> <li>• Explore various historical, cultural, and pop styles</li> <li>• Use Internet to research musical careers</li> </ul>
<p><b>Listening/Analysis</b> AKAS: B.3, D.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate individual competency in an ensemble setting</li> <li>• Listen to, analyze, and describe examples of handbell music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recordings of various handbell choirs playing a variety of sacred and secular music</li> <li>• Compare/contrast two versions of a handbell piece</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Listening/Analysis (cont.)</b>	<ul style="list-style-type: none"> <li>• Evaluate a given musical work in terms of its aesthetic expressive qualities and explain the musical elements used explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Apply theory and methods to proper performance techniques; recognize handbell notation as it applies to various ringing techniques</li> </ul>	

# STEEL PAN ENSEMBLE (Grade 6)

<p><b>Grades:</b> 6  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Steel Pan Ensemble</i> is designed for the beginning student who wishes to learn how to play instruments in a steel drum ensemble. Students will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel drum ensemble. <b>This is a progressive skills class which may be repeated for credit.</b></p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument</li> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate awareness of the sweet spot for each note on assigned steel pan</li> </ul>	
<p><b>Musical Literacy</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and natural signs</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic Awareness</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of phrasing as it pertains to form in a piece</li> <li>• Play simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the whole ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	
<p><b>Symbols &amp; Terms</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>• Define and play all indicated tempo markings</li> </ul>	
<p><b>Musical Styles</b>  AKAS: B.1-3, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to varying styles of traditional steel pan music including but not limited to calypso, soca, reggae, and pop arrangements (bomb tunes)</li> </ul>	
<p><b>Sight Reading</b>  AKAS: B.1, 3, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to sight read appropriate level music literature</li> </ul>	
<p><b>Music Appreciation</b>  AKAS: B.1, C.1-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom or attending live performances</li> </ul>	

# STEEL PAN ENSEMBLE

<p><b>Grades:</b> 7-8  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Steel Pan Ensemble</i> is designed for the beginning student who wishes to learn how to play instruments in a steel drum ensemble. Students will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel drum ensemble. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Posture tests</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>	<ul style="list-style-type: none"> <li>• Call and Response activities</li> <li>• Explanation of engine room</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate awareness of the sweet spot for each note on assigned steel pan</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations of sweet spot</li> </ul>
<p><b>Musical Literacy</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and natural signs</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>
<p><b>Melodic Awareness</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of phrasing as it pertains to form in a piece</li> <li>• Play simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the whole ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil in sections of the form</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Melodic Awareness (cont.)</b>	<ul style="list-style-type: none"> <li>Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	
<b>Symbols &amp; Terms</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>Define and play all indicated tempo markings</li> </ul>	<ul style="list-style-type: none"> <li>Symbols and Terms' quizzes or tests</li> </ul>
<b>Musical Styles</b> AKAS: B.1-3, C.1-2, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Be exposed to varying styles of traditional steel pan music including but not limited to calypso, soca, and reggae</li> </ul>	
<b>Sight Reading</b> AKAS: B.1, 3, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop the ability to sight read appropriate level music literature</li> </ul>	<ul style="list-style-type: none"> <li>Play listening examples as part of your anticipatory set</li> </ul>
<b>Music Appreciation</b> AKAS: B.1, C.1-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom or attending live performances</li> </ul>	

# WORLD MUSIC (Grade 6)

<p><b>Grades:</b> 6  <b>Length:</b> One Quarter or One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>World Music</i> is open to students at all levels of music experience. Students will spend time on multicultural music, and music fundamentals. <i>World Music</i> will focus on teaching music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow instructor’s directions</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> <li>• Demonstrate standard behavior appropriate for the contest and style of music performed</li> <li>• Demonstrate correct stage presence to reflect the style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument and voice</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of multicultural music and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending live performances</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Sing songs with percussion and other instruments from various multicultural traditions</li> <li>• Develop solo and accompaniment techniques</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of world instruments</li> <li>• Demonstrate proper care of the instrument including, proper carrying techniques, and proper storage</li> <li>• Recognize the human voice as an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrument families</li> <li>• Sound science, sound waves, vibration, amplification, etc.</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop proper playing posture</li> <li>• Total body, arm, hand, wrist and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate performance and audience etiquette</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor/leader</li> <li>• Develop the ability to play as an ensemble without the use of a conductor/leader</li> <li>• Understand the role of the leader in a drum circle and the traditional values of respect, balance, community, and listening that are intrinsic to world music</li> <li>• Follow the direction of the drum circle's leader</li> <li>• Stop playing, watch, and listen when the conductor stops the ensemble</li> <li>• Use traditional patterns to improvise solo parts</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> <li>• Basic performance and audience etiquette</li> <li>• Listening quizzes</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument and human voice</li> <li>• Develop awareness of ways to improve tone production</li> <li>• Demonstrate awareness of variations in sound which result in using different hand techniques, mallets and sticks relative to placement on the appropriate instrument</li> <li>• Demonstrate techniques for playing various types of drums and percussion equipment and for singing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn vocabulary to describe (i.e., high, low, breathy, warm, thin, full, bright, resonant)</li> </ul>
<p><b>Tuning &amp; Intonation</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to match pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> <li>• Sliding vocal warmups</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Pitch Perception</b>  <b>AKAS:</b> A.1, C.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify highness and lowness of pitch and line contour</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodies on mallet instruments, using a pentatonic scale (black keys on a piano)</li> <li>• Contrast high and low</li> <li>• Relate to direction (R or L) on piano and talk about length of strings</li> <li>• Size of instrument in relation to pitch</li> </ul>
<p><b>Rhythmic Perception</b>  <b>AKAS:</b> B.2, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the difference between beat and rhythm</li> <li>• Understand the concept of beat groupings and divisions (eighth notes/sixteenth notes)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop ability to count and perform rhythm patterns combining various notes and rests including whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth</li> <li>• Define and perform in common time, cut time, 3/4, 2/4 and 6/8</li> </ul>
<p><b>Improvisation</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to create improvised solos using a pentatonic scale, rhythm, tone quality and style appropriate to the music</li> <li>• Improvise new drumming ensemble patterns which are complementary to those played by others in the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Use parameters and specific guidelines for improvisation</li> <li>• Start with four beats</li> <li>• Trading twos or trading fours</li> <li>• Question and answer Call &amp; Response</li> </ul>

# WORLD MUSIC

<p><b>Grades:</b> 7-8  <b>Length:</b> One Quarter or One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>World Music</i> is open to students at all levels of music experience. Students will spend time on multicultural music, and music fundamentals. Students will also focus on learning music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow instructor’s directions</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> <li>• Demonstrate standard behavior appropriate for the contest and style of music performed</li> <li>• Demonstrate correct stage presence to reflect the style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument and voice</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of multicultural music and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending live performances</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Sing songs with percussion and other instruments from various multicultural traditions</li> <li>• Develop solo and accompaniment techniques</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of world instruments.</li> <li>• Demonstrate proper care of the instrument, including proper carrying techniques and proper storage</li> <li>• Recognize the human voice as an instrument</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop proper playing posture</li> <li>• Total body, arm, hand, wrist and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul>	
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor/leader</li> <li>• Develop the ability to play as an ensemble without the use of a conductor/leader</li> <li>• Understand the role of the leader in a drum circle and the traditional values of respect, balance, community, and listening that are intrinsic to world music</li> <li>• Follow the direction of the drum circle's leader</li> <li>• Stop playing, watch, and listen when the conductor stops the ensemble</li> <li>• Use traditional patterns to improvise solo parts</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument and human voice</li> <li>• Develop awareness of ways to improve tone production</li> <li>• Demonstrate awareness of variations in sound which result in using different hand techniques, mallets and sticks relative to placement on the appropriate instrument</li> <li>• Demonstrate techniques for playing various types of drums and percussion equipment and for singing</li> </ul>	
<p><b>Tuning &amp; Intonation</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to match pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Pitch Perception</b> <b>AKAS:</b> A.1, C.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify highness and lowness of pitch and line contour</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodies on mallet instruments, using a pentatonic scale (black keys on a piano)</li> </ul>
<b>Rhythmic Perception</b> <b>AKAS:</b> B.1, C.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify the difference between beat and rhythm</li> <li>• Understand the concept of beat groupings and divisions (eighth notes/sixteenth notes)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop ability to count and perform rhythm patterns combining various notes and rests including whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth</li> <li>• Define and perform in common time, cut time, 3/4, 2/4 and 6/8</li> </ul>
<b>Improvisation</b> <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to create improvised solos using a pentatonic scale, rhythm, tone quality and style appropriate to the music</li> <li>• Improvise new drumming ensemble patterns which are complementary to those played by others in the ensemble</li> </ul>	





**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT**

# **MUSIC CURRICULUM**



## **HIGH SCHOOL (9-12)**

**Adopted: March 7, 2017**

# **CHOIR**

# A CAPPELLA CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester (<i>may be repeated</i>)  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>A Cappella Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of basic vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Perform alone or with others a varied repertoire of music</li> <li>• Read and notate music and utilize music concepts</li> <li>• Evaluate music and music performance</li> <li>• Use acquired knowledge to listen, analyze, and describe music</li> <li>• Display proper self-discipline in various music settings</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ ability to sing in tune</li> <li>○ singing with uniform vowel and consonant production</li> <li>○ ability to sing through register changes</li> <li>○ appropriate use of vibrato</li> </ul> </li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Tank</i>, the <i>Siren</i>, and the <i>Snake</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles (see Appendix)</li> <li>• Practice the <i>Ladder</i>, and <i>Relaxation</i> exercises, (see Appendix)</li> </ul>
<p><b>The Instrument (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand how nutrition, climate, and health-related choices affect vocal production</li> </ul>	
<p><b>Improvise</b> AKAS: A.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ add ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<p><b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderately difficult</li> <li>○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for <i>A Cappella Choir</i> should be at a semi-advanced level of SAB and SATB octavos, (compared to <i>Mixed Choir</i>)</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>
<p><b>Ear Training</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize: <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize: <ul style="list-style-type: none"> <li>◦ meter signatures</li> <li>◦ major key signatures including key changes</li> <li>◦ sight read, accurately and expressively, easy to moderately easy music</li> </ul> </li> <li>• Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize order of sharps and flats and rules to key signatures</li> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>

<p><b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ ability to adjust to performance environment</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> <li>○ proper microphone technique</li> <li>○ show correct stage presence to reflect the style of the music</li> </ul> </li> <li>• Follow cues for entrances releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform without a conductor with expression and accuracy</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ movement sequences</li> <li>○ and create choreography appropriate for various styles of music</li> <li>○ and apply appropriate posture while singing, both sitting and standing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Watch video of performance-discuss and write an evaluation of skills</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Critique/Aesthetics</b> AKAS: B.2-3, C.2-3, D.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various concert choirs and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>
<p><b>Critique/Aesthetics (cont.)</b></p>	<p>Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</p>	
<p><b>Career Awareness</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> </ul>

<b>AKAS:</b> D.1-2 <b>NAME:</b>	• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors	• Conduct a group in rehearsal or performance • Use internet to research careers in music
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# CHAMBER CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Choir</i> is a select group of advanced singers and represents the school at public functions and concerts. Students are required to be enrolled in another school music ensemble. Concert participation is required as outlined in the syllabus. Students will develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Understand and follow conducting patterns and nuances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Sing vocal part independently</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform more advanced music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> 1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ ability to sing in tune</li> <li>○ singing with uniform vowel and consonant production</li> <li>○ ability to sing through register changes</li> <li>○ appropriate use of vibrato</li> </ul> </li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, and the <i>Siren</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> <b>AKAS:</b> B.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand: <ul style="list-style-type: none"> <li>○ how nutrition, climate, and health-related choices affect vocal production</li> <li>○ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Tank</i>, the <i>Snake</i>, and <i>Relaxation</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> <b>AKAS:</b> A.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> <b>AKAS:</b> C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult</li> <li>○ a cappella, unison with accompaniment, descants, and four-to-eight-part music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for chamber choir should be at an advanced level of SAB and SATB octavos (compared to Mixed and concert choir)</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary</li> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic, melodic, and harmonic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize:               <ul style="list-style-type: none"> <li>○ time signatures</li> <li>○ major key signatures</li> </ul> </li> <li>• Sight read, accurately and expressively, easy to difficult music</li> <li>• Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> </ul>

Concepts	Mastery Core Objectives Students will:	Suggested Activities
<p><b>Performance Skills (cont.)</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate: <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ an appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> <li>○ proper microphone technique</li> </ul> </li> <li>▪ Show correct stage presence to reflect the style of the music</li> <li>▪ Perform without a conductor with expression and accuracy</li> <li>▪ Perform: <ul style="list-style-type: none"> <li>○ movement sequences and create choreography appropriate for various styles of music</li> </ul> </li> <li>▪ Follow: <ul style="list-style-type: none"> <li>○ cues for entrances releases, dynamics, phrasing, and tempo</li> <li>○ use large motor skills in space limited by risers when appropriate</li> <li>○ apply appropriate posture while singing, both sitting and standing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Ladder</i> exercise (see Appendix)</li> <li>• Watch video of performance-discuss and write an evaluation of skills</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>
<p><b>Critique/Aesthetics</b> AKAS B.2-3, C.2-3, D.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various groups and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Career Awareness</b> AKAS: D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> <li>• Conduct and/or prepare a large or small ensemble</li> <li>• Use internet to research music careers</li> </ul>

# CONCERT CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Concert Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, and the <i>Tank</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>◦ singing with uniform vowel and consonant production</li> <li>◦ ability to sing through register changes</li> <li>◦ appropriate use of vibrato</li> </ul> </li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand:               <ul style="list-style-type: none"> <li>◦ how nutrition, climate, and health-related choices affect vocal production</li> <li>◦ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles</li> <li>• Practice <i>Relaxation</i> and the <i>Ladder</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise:               <ul style="list-style-type: none"> <li>◦ utilizing scat singing technique</li> <li>◦ melodies over a harmonic structure</li> <li>◦ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>◦ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium to-difficult</li> <li>◦ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for concert choir should be at a semi-advanced level of SAB and SATB octavos, (compared to <i>Mixed Choir</i>)</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize:               <ul style="list-style-type: none"> <li>○ meter signatures</li> <li>○ major key signatures including key changes</li> </ul> </li> <li>• Sight read, accurately and expressively, easy to moderately easy music</li> <li>• Read notes in treble and bass clefs</li> <li>• Respond to accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize order of sharps and flats and rules to key signatures</li> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>○ songs from memory with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ proper microphone technique</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Watch video of performance-discuss and write an evaluation of skill</li> <li>• Perform in concert</li> <li>• Submit a recording for solo and ensemble</li> <li>• Submit a recording for all-state</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performance Skills (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Show correct stage presence to reflect the style of the music</li> <li>• Follow conductor cues for entrances, releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform:               <ul style="list-style-type: none"> <li>◦ movement sequences</li> <li>◦ and create choreography appropriate for various styles of music</li> <li>◦ and apply appropriate posture while singing, both sitting and standing</li> </ul> </li> </ul>	
<p><b>Critique/Aesthetics</b>  <b>AKAS:</b> B.2-3, C.2-3, D.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various concert choirs and discuss skills (Critique sheets can be used for the students to evaluate the performance)</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>
<p><b>Career Awareness</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> <li>• Conduct, and/or prepare a large or small group</li> <li>• Use the Internet to research music careers</li> </ul>



# MEN'S ENSEMBLE

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Men's Ensemble</i> is a performing vocal ensemble of tenor and bass voices that represents the school at public functions and concerts. A limited amount of time is spent on study of vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor's directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate:</li> <li>• ability to sing in tune</li> <li>• singing with uniform vowel and consonant production</li> <li>• ability to sing through register changes</li> <li>• appropriate use of vibrato</li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Tank</i>, and the <i>Siren</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>

	tune in-tune, and proper projection techniques	
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Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop proper projection techniques perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> AKAS: B1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand:               <ul style="list-style-type: none"> <li>◦ how nutrition, climate, and health-related choices affect vocal production</li> <li>◦ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Snake, Relaxation</i>, and the <i>Ladder</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> AKAS: A-1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise:               <ul style="list-style-type: none"> <li>◦ utilizing scat singing technique</li> <li>◦ melodies over a harmonic structure</li> <li>◦ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>◦ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult</li> <li>◦ a cappella, unison with accompaniment, descants, and two-to six-part music</li> </ul> </li> <li>• Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine, Music Alive!, Music Express, Activate</i>, etc.</li> <li>• Appropriate TB and TTBB choral literature should be utilized for this group</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that you and the students can hear the voices and better assess where improvement is needed</li> <li>• Hear internally the beginning pitch in relation to a pitch pipe</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize:               <ul style="list-style-type: none"> <li>○ time signatures</li> <li>○ major key signatures</li> </ul> </li> <li>• Sight read, accurately and expressively, easy to difficult music</li> <li>• Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<b>Performance Skills</b> AKAS: B1-3, C.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ proper microphone technique</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> </ul> </li> <li>• Show correct stage presence to reflect the style of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of performance-discuss and write an evaluation of skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Performance Skills (cont.)</b>	<ul style="list-style-type: none"> <li>• Follow cues for entrances, releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform without a conductor with expression and accuracy</li> <li>• Perform:               <ul style="list-style-type: none"> <li>◦ movement sequences</li> <li>◦ and create choreography appropriate for various styles of music</li> </ul> </li> </ul>	
<b>Critique/Aesthetics</b> <b>AKAS:</b> B.2-3, C.2-3, D.2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to several recordings of men's voices singing</li> <li>• Observe concert performances by various male, vocal groups and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> </ul>
<b>Career Awareness</b> <b>AKAS:</b> D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Invite guest speakers</li> <li>• Use the Internet to research musical careers</li> </ul>

# MIXED CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Mixed Choir</i> offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals (preferred but not required)</li> <li>• Experience western and world music</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques for the enhancement of vocal resonance and projection of the voice</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Siren</i>, and the <i>Tank</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1-3</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the human voice as an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, <i>Relaxation</i>, the <i>Snake</i>, and the <i>Ladder</i> exercises (see Appendix )</li> </ul>

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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Describe the anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand how nutrition, climate, and health-related choices affect vocal production</li> <li>• Understand the function of the diaphragm</li> </ul>	
<p><b>Improvise</b> AKAS: A.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise utilizing scat singing technique</li> <li>• Add ornamentation to melodic lines</li> <li>• Improvise melodies over a harmonic structure</li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<p><b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderate</li> <li>○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> <li>• Describe how period, composer, and/or culture relate to a given work</li> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing, Vols. I &amp; II</i>, etc.</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Ear Training</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Aurally recognize: <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities and intervals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students listen to major, minor, and chromatic tonalities on the keyboard</li> <li>• Play recordings of songs in major and minor keys. Discuss the differences in the tone, feel, timbre, etc.</li> <li>• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed</li> </ul>
<p><b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Identify meter signatures</li> <li>• Sight read, accurately and expressively, easy to moderately easy music</li> <li>• Read notes in treble and or bass clefs</li> <li>• Identify key signatures</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Memorize the order of sharps and flats and rules to key signatures</li> </ul>
<p><b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ songs from memory with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• show correct stage presence to reflect the style of the music</li> <li>• perform: <ul style="list-style-type: none"> <li>○ movement sequences</li> <li>○ and create choreography appropriate for various styles of music</li> </ul> </li> <li>• Follow conductor cues for entrances, releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of concert performance. With a checklist, write evaluation of skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform in concert</li> <li>• Submit a recording for solo and ensemble</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performance Skills (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>○ ability to adjust to performance environment</li> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ proper concert etiquette and appropriate rehearsal behavior</li> <li>○ proper microphone technique</li> </ul> </li> </ul>	
<p><b>Critique/Aesthetics</b>  <b>AKAS:</b> B.2-3, C.2-3, D.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> <li>• Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feeling and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various mixed choirs and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>
<p><b>Career Awareness</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> <li>• Use the Internet to research careers in music</li> </ul>

# SHOW/JAZZ CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester (may be repeated)  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Show/Jazz Choir</i> is a performing vocal ensemble that gives students an opportunity to experience different styles of music literature and creative process unique to the show/jazz medium. Movement and dance are an integral part of this course. Students are required to be in another school music ensemble. Concert participation is required as outlined in the syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor's directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ ability to sing in tune</li> <li>○ singing with uniform vowel and consonant production</li> <li>○ ability to sing through register changes fluently</li> <li>○ appropriate use of vibrato</li> </ul> </li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Develop proper projection techniques</li> </ul>	

	<ul style="list-style-type: none"><li>• Appropriate vowel and consonant formation, tone quality, and intonation</li></ul>	
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Vocal Techniques (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> <li>• Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines (upward, downward, steps, skips, and repeated tones) sing and read melodic patterns using solfeggio syllables</li> <li>• Produce vocal/choral sound using proper posture, breathing and open throat techniques; perform repertoire using appropriate diction; appropriate proper choral techniques using</li> </ul>	
<p><b>The Instrument</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand how nutrition, climate, and health-related choices affect vocal production</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, and the <i>Snake</i>, <i>Relaxation</i>, and the <i>Ladder</i> exercises (see Appendix)</li> </ul>
<p><b>Improvise</b> AKAS: A.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Choral Literature</b>  AKAS: C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from moderate to very difficult</li> <li>○ a cappella, unison with accompaniment, descants, and four-to-eight-part music</li> <li>○ sing three and four-part music using correct diction, tone production and accurate intonation</li> </ul> </li> <li>• Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary</li> <li>• Understand historical and cultural context of literature</li> <li>• Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin; perform critical analysis of given musical compositions of various styles using appropriate musical terminology</li> <li>• Develop repertoire of sacred and secular, music from around the world with understanding of their origins and purpose</li> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for <i>Show Choir</i> should be a representation of Broadway, musical theatre, Pop Culture (etc.), ranging from a moderate to advanced level</li> <li>• The choral literature for <i>Jazz Choir</i> should be a representation of its American roots and its progression through history</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>
<p><b>Ear Training</b>  AKAS: B.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize: <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> <li>○ jazz harmonies</li> <li>○ blues scales</li> </ul> </li> <li>• Write rhythmic, melodic, and harmonic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize: <ul style="list-style-type: none"> <li>○ time signatures</li> <li>○ major key signatures</li> <li>○ sight read, accurately and expressively, easy to difficult music</li> </ul> </li> <li>• Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<p><b>Performance Skills</b>  <b>AKAS:</b> B.1-3, C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ proper microphone technique</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> </ul> </li> <li>• Show correct stage presence to reflect the style of the music</li> <li>• Follow: <ul style="list-style-type: none"> <li>○ cues for entrances-releases, dynamics, phrasing, and tempo</li> <li>○ use large motor skills in space limited by risers when appropriate</li> </ul> </li> <li>• Perform without a conductor with expression and accuracy</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ movement sequences</li> <li>○ and create choreography appropriate for various styles of music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Invite professional choreographer to work with group</li> <li>• Watch video of performance. Discuss and write an evaluation of skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Critique/Aesthetics</b>  <b>AKAS:</b> B.2-3, C.2-3, D.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Critique a recorded performance of the group</li> <li>• Observe concert performances by various <i>Show Choir/Jazz</i> groups and discuss skills; critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances; have the students engage in a class critique</li> </ul>
<p><b>Career Awareness</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Student conductor</li> <li>• Interview individuals working in music careers and present to group</li> <li>• Use internet to research music careers</li> </ul>



# TREBLE CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Treble Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Concert participation is required as outlined in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate:</li> <li>• ability to sing in tune</li> <li>• singing with uniform vowel and consonant production</li> <li>• ability to sing through register changes</li> <li>• appropriate use of vibrato</li> <li>• Develop proper projection techniques</li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Tank</i>, and the <i>Siren</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> <b>AKAS:</b> B.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand: <ul style="list-style-type: none"> <li>○ how nutrition, climate, and health-related choices affect vocal production</li> <li>○ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Ladder</i>, and the <i>Snake</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> <b>AKAS:</b> A.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> <b>AKAS:</b> C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium-easy to moderately difficult</li> <li>○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, etc.</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

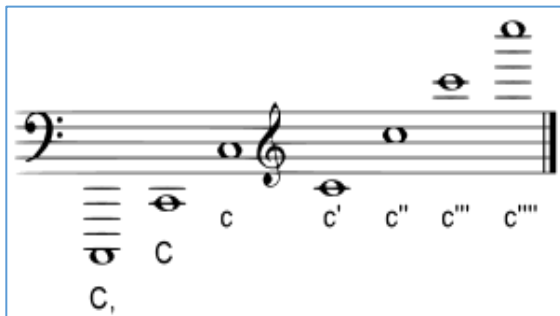
Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>◦ in tune singing</li> <li>◦ major, minor, and chromatic tonalities and intervals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Memorize intervals from known songs</li> <li>• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize all meter signatures</li> <li>• Sight read, accurately and expressively, medium-easy to moderately difficult music</li> <li>• Read notes in treble or bass clefs</li> <li>• Recognize key signatures</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize order of sharps and flats and rules to key signatures</li> <li>• Student lead reading of all music symbols, from beginning to end, in a written composition</li> </ul>
<b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:	<b>Students will</b> <ul style="list-style-type: none"> <li>• Sing own part independently from memory and with balance in an ensemble</li> <li>• Demonstrate an awareness of melody line and inner voices</li> <li>• Demonstrate proper concert etiquette, behavior, and stage presence</li> <li>• Perform and create movement sequences</li> <li>• Follow conductor cues and written musical markings</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of performance; with a checklist, write evaluation of skills</li> <li>• Observe concert performances by various groups and discuss skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform a musical theatre production</li> <li>• Perform in concerts</li> <li>• Submit a recording for solo and ensemble</li> <li>• Submit an all-state recording</li> </ul>
<b>Critique/Aesthetics</b> AKAS: B.2-3, C.2-3, D.2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recorded ensemble performances, and have the students engage in a class critique</li> <li>• Observe concert performances by various treble groups and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Career Awareness</b> <b>AKAS:</b> D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Student conductor: conduct and/or prepare a large or small group</li> <li>• Interview individuals working in music careers and present to group</li> <li>• Use the Internet to research music careers</li> </ul>

# ORCHESTRA



American Standard Pitch



Helmholtz Pitch Notation

# CHAMBER ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Orchestra</i> is a performing group of string players and represents the school at public functions and concerts. Concert participation is required as outlined in the grading criteria. A limited amount of time is spent on study material. The bulk of the time is spent on concert orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Varsity</i> or <i>Concert Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ knowledge of proper care and maintenance of instrument and bow</li> <li>○ ability to perform simple repairs to own instrument as needed: <ul style="list-style-type: none"> <li>○ replacing strings</li> <li>○ tightening chin rest</li> <li>○ cleaning and polishing instrument</li> <li>○ checking for open seams, cracks, warped or cracked bridge</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use diagram worksheets displaying instruments and parts</li> </ul>

	o Straightening the bridge	
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ arrange chair, stand, and body to be able to watch conductor at all times</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use shoulder rest or pad</li> <li>• Use of rubrics and checklists</li> <li>• Model correct playing posture</li> <li>• Demonstrate with pictures</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and exhibit: <ul style="list-style-type: none"> <li>○ proper bow grip</li> <li>○ left hand finger placement</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ shifting techniques and position study: upper strings 2nd, 3rd 4th, and 5th position, and lower strings 2nd, 3rd, 4th, 5th, and 7th positions</li> <li>○ vibrato techniques</li> <li>○ ability to play embellishments including mordents, turns, trills, and grace notes as needed in standard graded orchestral literature</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, repeated up-bow, spiccato bowing, loure bowing, sul ponticello bowing, Martelé bowing, chords, sul tasto, and Sautillé</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use shoulder rest or pad</li> <li>• Model correct shifting technique</li> <li>• Model correct vibrato technique</li> <li>• Model correct bowing and pizzicato techniques</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce and expand: <ul style="list-style-type: none"> <li>○ producing tone quality that demonstrates the characteristic sound of the instrument</li> <li>○ awareness of ways to improve tone production by increasing control of bow speed, bow weight, <del>and</del> bow placement, how much bow hair to use, and which part of the bow to use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to live performances</li> <li>• Model good tone quality</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Ear Training</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major and minor scale</li> <li>○ play increasingly complex tunes and rhythmic patterns by rote</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> <li>○ tune instrument to A440 from an electric tuner or another instrument</li> <li>○ sing individual parts within the ensemble as written in standard graded orchestral literature</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales</li> <li>• Scales in harmonies of 3<sup>rd</sup></li> <li>• Match pitch with stand partner</li> <li>• Sing scales</li> <li>• Sing other parts within the orchestra</li> </ul>
<p><b>Musical Literacy</b> AKAS: B.2, C..1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes in the appropriate clef</li> <li>○ and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire.</li> <li>○ the tempo markings as they occur in the repertoire</li> <li>○ sharp, flat, and natural signs</li> <li>○ dynamic symbols as they occur in the repertoire</li> <li>○ various signs as they occur in the music</li> <li>○ in the keys of D, G, C, F, A, E, and Bb</li> <li>○ pitches necessitated by appropriate grade repertoire and/or method book and continue to expand range or instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> <li>• Reinforce double sharps and double flats</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to read, count, and play: <ul style="list-style-type: none"> <li>○ all rhythms and meters as found in the graded orchestral literature</li> <li>○ in the following meters: 4/4, 3/4, 6/8, common time, and cut time</li> <li>○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations</li> <li>○ rhythm patterns incorporating ties, up-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Concert and Rehearsal Expectations</b></p> <p>AKAS: B.2-3, D.1 NAME:</p>	<p>beats, and fermatas</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>◦ to differentiate melody and harmony</li> <li>◦ to feel and produce a steady beat</li> <li>◦ to watch and understand the conductor’s beat patterns</li> <li>◦ to play independent line within and without an ensemble</li> <li>◦ be aware of all voices within an ensemble</li> </ul> </li> <li>• Continue to develop active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> <li>• Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Student conductors</li> <li>• Sectionals</li> <li>• Observe recorded and live solo and ensemble performances</li> <li>• Etudes</li> <li>• Auditions for all-state</li> <li>• Auditions for solo/ensemble</li> </ul>
<p><b>Musical Style</b></p> <p>AKAS: B.1-3, C.1-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature</li> <li>• Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a variety of musical styles</li> <li>• Compare and contrast different selections</li> </ul>

<p><b>Notation, Composition, &amp; Improvisation</b></p> <p>AKAS: A.1-3, B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine knowledge of: <ul style="list-style-type: none"> <li>◦ musical notation</li> <li>◦ key signatures for C, D, and G major</li> <li>◦ time signatures 4/4; 3/4; 2/4; 6/8, common time, and cut time</li> <li>◦ improvisatory techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, F, Bb, and Eb major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Compose original melody and/or counter melody with harmony</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Sight Reading</b></p> <p>AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>◦ key signature</li> <li>◦ time signature</li> <li>◦ rhythm</li> <li>◦ tempo markings</li> <li>◦ accidentals</li> <li>◦ form</li> <li>◦ signs (e.g., bowing, repeats, D.S. &amp; D.C. al fine/al coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bach chorales</li> <li>• Sight reading books</li> <li>• <b>STARS: S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs</li> <li>• Routine sight reading</li> </ul>
<p><b>Listening</b></p> <p>AKAS: C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and demonstrate an awareness and understanding of: <ul style="list-style-type: none"> <li>◦ active listening skills</li> <li>◦ concert etiquette both as a performer and as an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> </ul>

<p><b>Career Awareness</b>  <b>AKAS:</b> C.1, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals:</li> </ul>	<ul style="list-style-type: none"> <li>• Offer job shadowing opportunities</li> <li>• Write resume</li> <li>• Write out good practice skills</li> <li>• Have students teach lessons with supervision</li> <li>• Google search music careers</li> <li>• Critique a variety of performances (written and verbal)</li> <li>• Portfolios, recordings, videos, internships, scholarship information, mentors</li> <li>• Public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, Armed Services musician, and others</li> </ul>
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# CONCERT ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Concert Orchestra</i> is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, as well as some orchestral literature in preparing the students for <i>Chamber Orchestra</i>. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate instrument position and posture</li> <li>• Perform basic music fundamentals taught in <i>Varsity Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ understanding of proper care and maintenance of instrument and bow</li> <li>○ the ability to perform simple repairs to own instrument as needed: <ul style="list-style-type: none"> <li>○ replacing strings</li> <li>○ tightening chin rest</li> </ul> </li> </ul> </li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<b>The Instrument (cont.)</b>	<ul style="list-style-type: none"> <li>○ cleaning and polishing instrument</li> <li>○ checking for open seams, cracks, warped or cracked bridge</li> <li>○ Straightening the bridge</li> </ul>	
<b>Body Format</b> AKAS: B.2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine and exhibit:               <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> </ul> </li> <li>• Arrange chair, stand, and body to be able to watch conductor at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use shoulder rest or pad</li> <li>• Use of rubrics and checklists</li> <li>• Model correct playing posture</li> <li>• Demonstrate with pictures</li> </ul>
<b>Playing Technique</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Reinforce and refine:               <ul style="list-style-type: none"> <li>○ proper bow grip</li> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ right arm technique for detache bowing, slurred bowing, bow lift, and up-bow to start</li> </ul> </li> <li>• Develop:               <ul style="list-style-type: none"> <li>○ shifting techniques</li> <li>○ open string harmonics</li> <li>○ vibrato techniques</li> <li>○ ability to define and play grace notes, trills, and turns</li> <li>○ expanding playing range</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use shoulder rest or pad</li> <li>• Model correct shifting technique</li> <li>• Model correct vibrato technique</li> <li>• Model correct bowing and pizzicato techniques</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> </ul>
<b>Tone Quality</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize and produce the characteristic tone of the instrument</li> <li>• Develop awareness of ways to improve tone production by control of bow speed, bow weigh bow placement, amount of bow hair to use, and which part of the bow to use</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to live performances</li> <li>• Model good tone quality</li> <li>• Compare the sound for different techniques</li> </ul>
<b>Ear Training</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine the ability to:               <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major and minor scale</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Major and minor scales</li> <li>• Introduce all types of minor</li> <li>• Play Two to three octave scales</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Ear Training (cont.)</b>	<ul style="list-style-type: none"> <li>○ play increasingly complex tunes and rhythmic patterns by rote</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> <li>○ play and tune instrument to A440 from an electric tuner or another instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scales in harmonies of 3rd</li> <li>• Match pitch with stand partner</li> </ul>
<b>Musical Literacy</b> <b>AKAS:</b> B.2, C.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ the notes in the appropriate clef</li> <li>○ and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire</li> <li>○ the tempo markings as they occur in the repertoire</li> <li>○ sharp, flat, and natural signs</li> <li>○ dynamic symbols as they occur in the repertoire</li> <li>○ various signs as they occur in the music</li> <li>○ in the keys of D, G, C, F, A, E, and Bb</li> <li>○ pitches in the ranges indicated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> <li>• Introduce the concept of double sharps and double flats</li> <li>• Violin: G3 to E6 Viola: C3 to A5 Cello: C2 to A4 Bass: E2 to G4</li> <li>• Repeat sign, solo/soli/tutti/divisi/unison, accent, staccato, marcato, first and second endings, long rest, D.C. al fine, fermata, D.S. al coda</li> </ul>
<b>Rhythmic Literacy</b> <b>AKAS:</b> B.2, C.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to read, count, and play: <ul style="list-style-type: none"> <li>○ whole, half, dotted half, quarter, eighth, triplets, dotted quarter, dotted sixteenth, and dotted eighth notes and rests</li> <li>○ in the following meters: 4/4, 3/4, 2/4, 6/8, common time, and cut time</li> <li>○ rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> <b>AKAS:</b> B.2-3, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ be aware of correct intonation within an ensemble</li> <li>○ to differentiate melody and harmony</li> <li>○ to feel and produce a steady beat</li> <li>○ to watch and understand the conductor's beat patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Student conductors</li> <li>• Sectionals</li> <li>• Observe recorded and live solo and ensemble performances</li> <li>• Etudes</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ to play an independent line within and without an ensemble</li> <li>○ be aware of all voices within an ensemble</li> <li>○ compare and contrast a variety of ensembles</li> <li>• Continue to develop active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> <li>• Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Audition for all-state</li> <li>• Audition for solo/ensemble</li> <li>• Listen to a variety of musical styles</li> <li>• Compare and contrast different selections</li> </ul>
<p><b>Notation, Composition, &amp; Improvisation</b>  AKAS: A.1-3, B.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop and refine knowledge of: <ul style="list-style-type: none"> <li>○ musical notation</li> <li>○ key signatures</li> <li>○ time signature</li> <li>○ improvisatory techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, A, F, Bb, and Eb major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale.</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Compose original melody and/ or counter melody with or without harmony</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<p><b>Sight Reading</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo markings</li> <li>○ accidentals</li> <li>○ signs (e.g., bowing, repeats, D.S. &amp; D.C. al fine/al coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness and understanding of: <ul style="list-style-type: none"> <li>○ active listening skills</li> <li>○ concert etiquette both as a performer and an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestra literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> </ul>

# SYMPHONIC ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Symphonic Orchestra</i> is the top performing group of musicians and represents the school at public functions and concerts. Concert participation is required as outlined in the course syllabus. The group will consist of full string sections with the addition an appropriate number of wind, brass, and percussion players to create a full symphonic orchestra. The wind, brass, and percussion players must be concurrently enrolled in their band program. A limited amount of time is spent on study material. The bulk of the time is spent on symphonic orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>◦ knowledge of proper care and maintenance of instrument</li> <li>◦ ability to perform simple repairs to own instrument as needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Keep extra strings, reed, oil, etc. as required by instrument</li> </ul>
<p><b>Body Format</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and develop: <ul style="list-style-type: none"> <li>◦ correct playing posture without excess tension</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Modeling what not to do</li> <li>• Record them playing with good body format and then without for comparison</li> <li>• Clinicians</li> </ul>
<p><b>Playing Technique</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and develop: <ul style="list-style-type: none"> <li>◦ proper playing technique of specific instruments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bring in professional players to assess and correct issues</li> <li>• Clinics and clinicians</li> </ul>
<p><b>Tone Quality</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce and expand: <ul style="list-style-type: none"> <li>◦ sound representing the characteristic tone quality of a symphonic orchestra</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and attend live performances</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Ear Training</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major and minor scale</li> <li>○ match a pitch</li> <li>○ tune one’s instrument within the symphonic ensemble setting</li> <li>○ tune instrument to A440 from an electric tuner or another instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales</li> <li>• Scales in harmonies of a 3<sup>rd</sup></li> <li>• Match pitch with stand partner</li> <li>• Play increasingly complex tunes and rhythmic patterns by rote</li> <li>• Sing individual parts within the ensemble as written in standard graded orchestral literature</li> <li>• Introduce three forms of minor scales</li> </ul>
<p><b>Musical Literacy</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, tenor, or bass clef</li> <li>○ considerable range of tempo markings</li> <li>○ sharp, flat, and natural signs, and double sharps, and double flats</li> <li>○ indicated dynamic symbols: pp, p, mp, mf, f, ff, crescendo, and decrescendo</li> <li>○ musical symbols and terms as they occur in the appropriate level of graded orchestral literature including bowings and articulations</li> <li>○ embellishments such as trills and mordents</li> <li>○ multiple measures rests in the keys of D, G, C, A, E, B, F, Bb, Eb, and Ab</li> <li>○ pitches in the following ranges:  Violin: G3 to A7  Viola: C3 to D6  Cello: C2 to E5  Bass: E2 to G4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> </ul>
<p><b>Rhythmic Literacy</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to read, count and play: <ul style="list-style-type: none"> <li>○ all rhythms and meters as found in the graded orchestral literature</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> <li>• Rhythm dictation</li> <li>• Echo playing in increasing difficulty</li> <li>• Counting</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythmic Literacy (cont.)</b>	<ul style="list-style-type: none"> <li>○ in the following meters: 4/4, 3/4, 6/8, common, and cut</li> <li>○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations</li> <li>○ rhythm patterns incorporating ties, up-beats, multiple measure rests, and fermatas</li> </ul>	
<b>Concert &amp; Rehearsal Expectations</b> <b>AKAS:</b> B.2-3, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ be aware of correct intonation within an ensemble</li> <li>○ differentiate melody and harmony</li> <li>○ feel and produce a steady beat</li> <li>○ watch and understand the conductor's beat patterns</li> <li>○ play independent line within an ensemble</li> <li>○ be aware of all voices within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Student conductors</li> <li>• Sectionals</li> <li>• Sit in different sections to play repertoire</li> </ul>
<b>Musical Style</b> <b>AKAS:</b> B.1-3, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop the ability to play a variety of musical styles including Baroque, Classical, Romantic, and contemporary literature</li> <li>• Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a variety of musical styles</li> <li>• Compare and contrast different styles</li> </ul>

<p><b>Notation, Composition, &amp; Improvisation</b></p> <p>AKAS: A.1-3, B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine knowledge of: <ul style="list-style-type: none"> <li>○ musical notation</li> <li>○ key signatures</li> <li>○ time signatures</li> <li>○ improvisatory techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, A, E, B, F, Bb, Eb, and Ab major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Sight Reading</b></p> <p>AKAS: 5, 10 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo</li> <li>○ accidentals</li> <li>○ form</li> <li>○ signs (e.g., bowing, repeats)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> <li>• Chorales</li> <li>• Sight reading materials</li> </ul>
<p><b>Listening</b></p> <p>AKAS: C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and demonstrate an awareness and understanding of: <ul style="list-style-type: none"> <li>○ active listening skills</li> <li>○ concert etiquette both as a performer and an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> <li>• Critiques of performances (written and/or verbal)</li> </ul>

<p><b>Career Awareness</b>  <b>AKAS:</b> C.1, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music: public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, Armed Services musician, and others</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Offer job shadowing opportunities</li> <li>• Write resume</li> <li>• Write out good practice skills</li> <li>• Have students teach lessons with supervision</li> <li>• Google search music careers</li> <li>• Critique a variety of performances (written and verbal)</li> </ul>
<p><b>Solo Ensemble</b>  <b>AKAS:</b> A.3, B.1-2, C.2-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast a variety of ensembles</li> <li>• Perform/or participate in a small ensemble and/or as a soloist, without a conductor, and with expression and accuracy</li> <li>• Continue to develop an understanding of a variety of appropriate musical styles</li> </ul>	<ul style="list-style-type: none"> <li>• Observe recorded and live solo and ensemble performances</li> <li>• Etudes</li> <li>• Scales</li> <li>• Mixed small ensembles</li> <li>• Auditions for solo/ensemble</li> <li>• Auditions for all-state</li> </ul>

# VARSITY ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Varsity Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the syllabus. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Extend knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagram worksheets displaying instruments and parts</li> </ul>
<p><b>Body Format</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use shoulder rest or pad</li> <li>• Use of rubrics and checklists</li> <li>• Model correct playing posture</li> <li>• Demonstrate with pictures</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Body Format (cont.)</b>	<ul style="list-style-type: none"> <li>○ proper bow grip</li> <li>• arrange chair, stand, and body to be able to watch the conductor at all times</li> </ul>	
<b>Playing Technique</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop:               <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start</li> <li>○ Minor tetrachord</li> <li>○ Use of fourth finger for violin and viola</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model correct bowing and pizzicato techniques</li> <li>• Minor <i>Mary Had A Little Lamb, Hot Cross Buns, Twinkle, Yankee Doodle</i> in major and minor</li> </ul>
<b>Tone Quality</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop:               <ul style="list-style-type: none"> <li>○ recognize the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by developing control of bow speed, bow weight, and bow placement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to live performances</li> <li>• Model good tone quality</li> </ul>
<b>Ear Training</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> <li>○ tune instrument to A440 from an electric tuner or another instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales and thirds</li> <li>• Scales in harmonies of 3rd</li> <li>• Match pitch with stand partner</li> <li>• Sing scale in solfege</li> <li>• Echo playing</li> </ul>
<b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify and play:               <ul style="list-style-type: none"> <li>○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ the tempo markings as indicated in the repertoire</li> <li>○ dynamic symbols as indicated in the repertoire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> <li>• F major</li> <li>• E minor</li> <li>• Reinforce with worksheets</li> <li>• Mad minutes</li> <li>• Reverse mad minutes</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Musical Literacy (cont.)</b>	<ul style="list-style-type: none"> <li>○ various signs as they occur in music as indicated in the repertoire</li> <li>○ multiple-measure rest</li> <li>○ in the keys of D, G, C, and A major</li> <li>○ pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested instrument ranges: <ul style="list-style-type: none"> <li>○ Violin and viola: notes in 1st and 3rd position</li> <li>○ Cellos: notes in 1st and 4th positions</li> <li>○ Basses: E2 - G4</li> </ul> </li> </ul>
<b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth <ul style="list-style-type: none"> <li>○ in the following meters: 4/4, 3/4, 2/4</li> <li>○ rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> <li>• Write in counting</li> <li>• Rhythm dictation</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability: <ul style="list-style-type: none"> <li>○ to be aware of correct intonation within an ensemble</li> <li>○ to understand the concept of melody and harmony</li> <li>○ to feel and produce a steady beat</li> <li>○ to watch and understand the conductor's beat patterns</li> <li>○ to play an independent line within and without an ensemble</li> <li>○ to be aware of all voices in an ensemble</li> </ul> </li> <li>• Continue to develop active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Sectionals</li> <li>• Introduce conducting patterns</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop and utilize an understanding of musical notation</li> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ key signatures for D, G, C, and A major</li> <li>○ time signatures 4/4; 3/4; 2/4 and 6/8</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, and A major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the</li> </ul>

		missing notes
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Notation, Composition, &amp; Improvisation (cont.)</b></p>		<ul style="list-style-type: none"> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same key, meter, and style to the given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<p><b>Sight Reading</b> AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo</li> <li>○ accidentals</li> <li>○ signs (e.g., bowing, repeats)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> <b>S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs</li> <li>• Routine sight reading</li> </ul>
<p><b>Listening</b> AKAS: C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness and understanding of: <ul style="list-style-type: none"> <li>○ active listening skills</li> <li>○ concert etiquette both as a performer and an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> </ul>

**BAND**

# CONCERT BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation and at least one year experience playing requested instrument</p>	<p><b>Overview:</b>  <i>Concert Band</i> is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, scales, etudes, solo, and ensemble literature and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic events, and evening performances.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Follow the teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Intermediate Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  AKAS: B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Continue to properly assemble and disassemble the instrument in a timely manner</li> <li>• Introduce instrument quality (student line, intermediate, and professional)</li> <li>• Introduce differences in mouthpieces and other hardware</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> <li>• Reinforcement of cleaning procedures of individual instruments</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate reed strength and brand choice in relation to student progress</li> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to develop tuning slide technique</li> <li>• Lubricant removal/application</li> </ul>	
<p><b>Playing Posture</b></p> <p>AKAS: B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Continue to position chair, stand, and body to be able to watch the conductor at all times</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b></p> <p>AKAS: A.1-3, B.1-3, C.103, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>○ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>○ stop playing, watch and listen when the conductor stops the ensemble</li> <li>○ understand appropriate concert etiquette as an audience member and performer</li> <li>○ develop appropriate practice techniques</li> <li>○ develop and utilize appropriate warm-up techniques</li> <li>○ reinforce appropriate playing and resting position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Silent rehearsals (Monk Day)</li> <li>• Sectionals</li> <li>• Small ensemble/Solo experience</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>○ reinforce active listening skills</li> <li>○ experience playing repertoire in a wide variety of styles</li> </ul>	
<p><b>Tone Quality</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue developing appropriate tone quality</li> <li>• Demonstrate awareness of ways to improve tone production</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to develop ability to use proper breathing techniques</li> <li>○ Produce evenly sustained straight tones using an appropriate embouchure</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• continue developing ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> <li>○ demonstrate awareness of variation in sound produced by striking different areas of a given instrument</li> <li>○ make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> <li>• Produce a controlled and sustained vibrato if and when appropriate</li> </ul>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> <li>• Continue to expand instrument playing range</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Double tonguing</li> <li>• Introduction to extended instrument family members (e.g., piccolo, bari sax, alto clarinet, bass trombone)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Woodwind &amp; Brass Techniques (cont.)</b>	<u><b>Woodwinds</b></u> <ul style="list-style-type: none"> <li>• Develop ability to define and play trills, and grace notes</li> <li>• How to read a trill chart</li> </ul>	
<b>Percussion Techniques</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <u><b>Snare Drum</b></u> <ul style="list-style-type: none"> <li>○ Continue development of the ability to identify and play the following rudiments: single paradiddle, flam, flam tap, flam</li> <li>○ Accent, flam paradiddle, nine-stroke roll, five-stroke roll, seventeen-stroke roll, drag/ruff</li> <li>○ Play single stroke and double stroke rolls with increased speed</li> <li>○ Play on the rim and rim-shots</li> </ul> <u><b>Bass Drum, Cymbals, and Auxiliary Percussion</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to play with proper technique</li> <li>○ Continue to develop ability to play rolls on timpani, suspended cymbal and triangle</li> </ul> <u><b>Mallet Percussion</b></u> <ul style="list-style-type: none"> <li>• Play indicated scales</li> </ul>	<ul style="list-style-type: none"> <li>• 40 essential rudiments</li> <li>• Hand and wrist checklist</li> </ul>
<b>Aural Skills &amp; Application</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ tune to a given pitch</li> <li>○ play and tune instrument to a given pitch, from an electronic tuner, or another instrument</li> <li>○ sing given pitch</li> </ul> </li> </ul> <u><b>Woodwinds and Brass</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <u><b>Percussion</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to adjust tension on all types of drum heads and to tune timpani</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Develop ability to tune properly while using a mute</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> A.3, B.1-2, C.2-3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify all notes in the appropriate clef</li> <li>• Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>• Be able to identify whole steps and half steps and how they relate to major scales</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and-play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, D<sup>b</sup>, G<sup>b</sup>, B, E, A, D, and G major</li> <li>• Play scales in the keys of C, F, B<sup>b</sup>, and E<sup>b</sup> natural minor</li> <li>• Play and memorize a one octave chromatic scale</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Use alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> <li>• Identify all notes in the appropriate clef</li> <li>• Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>• Be able to identify whole steps and half steps and how they relate to major and minor scales</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, D<sup>b</sup>, G<sup>b</sup>, B, E, A, D, and G major</li> <li>• Play scales in the keys of C, F, B<sup>b</sup>, and E<sup>b</sup> natural minor</li> <li>• Play and memorize a one octave chromatic scale</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Students sing their part</li> <li>• Recommended instrument ranges:  Flute: C4 to F6 (c' - f''')  Oboe: C4 to E6 (c' - e''')  Bassoon: Eb2 to Eb4 (Eb - eb)  Clarinet: F3 to G5 (F - g'')  Bass Clarinet F3 to G5 (F - g'')  Saxophones: C4 to E6 (c' - e''')  Cornet or Trumpet: G3 to E5 (g - e'')  F Horn: G3 to F5 (g - f'')  Trombone or Baritone/Euphonium: F2 to D4 (F - d')  Tuba: F1 to D3 (F, - d)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Musical Literacy (cont.)</b>	<b>Woodwinds and Brass</b> <ul style="list-style-type: none"> <li>• Use alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	
<b>Rhythmic Literacy</b> <b>AKAS:</b> A.3, B.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Count, clap, and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets and other beat/note divisions and sixteenth</li> <li>• Define and perform in all indicated meters</li> <li>• Perform rhythm patterns incorporating fermatas, ties, pickup, and grace notes</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Syncopation activities</li> <li>• Rhythm Flash Cards</li> <li>• Define and perform in polymetric and polyrhythmic idioms</li> <li>• Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, and 6/8 meters</li> <li>• Rhythm dictation</li> </ul>
<b>Melodic-Awareness</b> <b>AKAS:</b> A.3, B.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop the ability to identify, define, and use correct phrasing techniques</li> <li>• Continue to develop the ability to play familiar, simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the total ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid:</i> when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid; instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> </ul>
<b>Symbols &amp; Terms</b> <b>AKAS:</b> A.2, B.1, C.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to define and demonstrate knowledge of various signs as they occur in the repertoire</li> <li>• Use resources to look up definitions outside of class</li> <li>• Continue to develop knowledge of the circle of fifths and how to use it to identify major and minor keys</li> <li>• Define and play all indicated tempo markings in the repertoire and understand their use as expressive elements</li> <li>• Define and play all indicated dynamic markings in the repertoire and understand their use as expressive elements</li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Key signature identification</li> <li>• Meter identification</li> <li>• Hypothetical meter exercises</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-3, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes and rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Be able to identify the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Write the key signatures and related scales in concert pitch and transposed pitch</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>
<p><b>Sight Reading</b>  <b>AKAS:</b> A.2-3, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> B.1, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music and various composers other than current popular trends through listening in the classroom and/or attending live performances</li> <li>• Develop ability to listen critically to music and discuss what they hear using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> <li>• Identify musical styles such as marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Form mapping exercises</li> <li>• Melodic contouring exercises</li> </ul>

# JAZZ BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be in <i>Concert</i> or <i>Symphonic Band</i> unless they play instruments not commonly found in these ensembles. Recommended contact time for high school jazz band is 270 minutes per week. This is a progressive skills class which may be repeated for credit</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Concert Band</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.2, B.1-2, C.2-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Woodwinds</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ use alternate fingers</li> <li>○ use vibrato</li> </ul> </li> </ul> <p><u><b>Brass</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ play in the upper range</li> <li>○ use alternate positions/fingerings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play in the altissimo register</li> </ul>

	o use vibrato (slide vibrato)	
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<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Woodwind &amp; Brass Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>○ Play with various mutes and know their individual characteristics</li> </ul>	

<p><b>Rhythm Section Techniques</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Piano</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ know and use chord symbols</li> <li>○ use chord symbols in comping technique</li> <li>○ choose appropriate playing technique to portray melody, accompaniment (comping), and solos</li> </ul> </li> <li>• Introduce extended chords (9th, 11th and 13th)</li> </ul> <p><u><b>Bass</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ play/improvise stylistically correct bass lines from chord symbols</li> <li>○ keep accurate time</li> </ul> </li> </ul> <p><u><b>Guitar</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ demonstrate chord shapes for major, minor, major 7, dominant 7, minor 7, and diminished 7 chords using 4th, 5th, and 6th string roots</li> </ul> </li> <li>• Introduce extended chords (9th, 11th and 13th)</li> <li>• Choose appropriate playing technique to portray melody, accompaniment (comping), and solos</li> </ul> <p><u><b>Percussion</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ play the bass drum, hi-hat, ride cymbal, crash cymbal, snare drum, tom-toms, additional cymbals</li> <li>○ Know and use chord symbols on the mallet instruments</li> <li>○ solo on the mallet instruments</li> <li>○ comp on the mallet instruments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales on rhythms</li> <li>• Scales in thirds</li> </ul>
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Musical Literacy</b>	<b>Students will:</b>	<ul style="list-style-type: none"> <li>• Play a classical piece in jazz style</li> </ul>

<p><b>AKAS:</b> A.1-3, B.1, C.1-3 <b>NAME:</b></p>	<ul style="list-style-type: none"> <li>• Develop knowledge of basic chord construction and symbols for major, minor, diminished, and augmented chords</li> <li>• Continue to develop sufficient technique to: memorize the circle of fifths for the playing range of the instrument at appropriate level, memorize blues scales for B<sup>b</sup>, E<sup>b</sup>, F, and C</li> <li>• Develop the ability to identify and build bebop, blues, mixolydian and dorian scales in all keys</li> </ul>	
<p><b>Rhythmic Literacy</b> <b>AKAS:</b> A.3, B.1-2, C.2-3, D.1 <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of how notes and phrases are played in: swing, Latin, rock, ballad, and be-bop, styles</li> <li>• Continue to expand rhythmic vocabulary and repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Play rhythms in different styles and with different articulations</li> <li>• Rhythm dictation</li> </ul>
<p><b>Melodic Awareness</b> <b>AKAS:</b> A.3, B.1-2, D.1 <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>◦ identify, define, and use correct phrasing techniques in varying jazz styles</li> <li>◦ balance within the section</li> <li>◦ balance within the total ensemble</li> </ul> </li> </ul> <p><b><u>Rhythm Section</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of ability to play as a unit and in response to the large ensemble or a soloist</li> </ul> <p><b><u>Lead Trumpet Trombone, and Alto Saxophone</u></b></p> <ul style="list-style-type: none"> <li>• Be introduced to the concepts of leads and the requirements of these positions</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in different sections in rehearsal</li> <li>• Lead players run sectionals</li> </ul>
<p><b>Symbols &amp; Terms</b> <b>AKAS:</b> A.3, B.1-2, C.1-2, D.1-2 <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of and the ability to play the articulations as they occur in the repertoire</li> <li>• Continue to develop a knowledge of accent markings and how they are performed in varying jazz styles</li> </ul>	<ul style="list-style-type: none"> <li>• Terms matching quiz</li> <li>• Written tests</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Improvisation</b>  AKAS: A.3, B.1-2, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge and refine technique to improvise using major and minor scales and modes</li> <li>• Continue to develop the ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and chord symbols provided</li> <li>• Improvise by ear using only the sounds created by the rhythm section (jam)</li> <li>• Play jazz heads and riffs in differing key signatures without the aid of notation</li> </ul>	<ul style="list-style-type: none"> <li>• Trading twos and fours</li> <li>• Transcribe and/or analyze solos from recordings</li> <li>• Transposition exercises</li> </ul>
<p><b>Notation &amp; Composition</b>  AKAS:  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Transcribe simple melodies</li> <li>• Transpose simple melodies</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a 12 bar or more blues riff, and transpose it for all instruments in the ensemble</li> </ul>
<p><b>Sight Reading</b>  AKAS: A.2-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to sight read literature at the appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm reading drills</li> <li>• Sight read middle school and high school charts</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  AKAS: B.1, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge and appreciation of varying jazz styles and performers through classroom listening and attending live performances</li> <li>• Refine the ability to identify and play differing musical styles related to the jazz ensemble idiom</li> </ul>	<ul style="list-style-type: none"> <li>• Have students analyze and critique a recording of their performance</li> </ul>

# SYMPHONIC BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition Only</p>	<p><b>Overview:</b>  <i>Symphonic Band</i> is designed for the advanced band student. The class will spend time on scales, technical exercises, etudes, solo and ensemble literature, and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic activities, and evening performances. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Perform basic music fundamentals taught in <i>Concert Band</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case and make appropriate adjustments for inclement weather</li> <li>• Further develop and refine the ability to select appropriate reeds and mouthpieces appropriate to instrument, player, and music</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>The Instrument (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, and how to use</li> </ul>	
<b>Playing Posture</b> <b>AKAS:</b> B.1-2, D.1 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper playing posture and embouchure: total body, arm, hand, wrist, and finger position</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>◦ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>◦ stop playing, watch and listen when the conductor stops the ensemble</li> <li>◦ understand appropriate concert etiquette as an audience member and performer</li> <li>◦ develop appropriate practice techniques</li> <li>◦ develop and utilize appropriate warm-up techniques</li> </ul> </li> <li>• Reinforce appropriate playing and resting position</li> <li>• Reinforce active listening skills</li> <li>• Experience playing repertoire in a wide variety of styles</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Periodically refrain from verbal cues</li> <li>• Silent rehearsals (Monk Day)</li> <li>• Sectionals</li> <li>• Small ensemble/Solo experience</li> <li>• Demonstrate dynamics, articulations and tempo through conducting</li> <li>• Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Rearrange ensemble set up</li> </ul>
<b>Tone Quality</b> <b>AKAS:</b> A.3, B.1-2, C.3, D.1 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate increased awareness of ways to improve tone production</li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality (cont.)</b></p>	<p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to use proper breathing techniques</li> <li>• Produce evenly sustained straight tones using a good embouchure</li> <li>• Produce a controlled and sustained vibrato</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> <li>○ play bass drum, cymbals, mallet instruments, and auxiliary percussion with proper technique</li> <li>○ Make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul> </li> </ul>	
<p><b>Woodwind &amp; Brass Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> <li>• Demonstrate increased ability to define and play double, triple, and flutter tonguing for appropriate instruments</li> <li>• Continue to expand instrument playing range</li> </ul> <p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to define and play trills, turns and grace notes</li> <li>• Demonstrate the ability to read a trill chart</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>○ Develop the advanced techniques associated with double and triple tonguing</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank method</li> <li>• Buzzy activities</li> <li>• Arban's method</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Percussion Techniques</b>  AKAS: A.3, B.1-2, C.3, D.1  NAME:</p>	<p><b>Students will:</b>  <u><b>Snare Drum</b></u>  <ul style="list-style-type: none"> <li>○ Continue to develop the ability to execute the 26 standard rudiments from fast to slow</li> <li>○ Play single stroke and double stroke rolls from fast to slow</li> <li>○ Play on the rim and rim-shots</li> <li>○ Demonstrate ability to play bass drum, cymbals, and auxiliary percussion with the proper technique</li> </ul> <u><b>Mallet Percussion</b></u>  <ul style="list-style-type: none"> <li>○ Introduce rolls and chords using four mallet technique</li> <li>• Play rolls on timpani, suspended cymbal and triangle with increased speed memorize and play indicated scales</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Rubank method</li> <li>• Percussion ensemble/drumline activities</li> <li>• Play the rudiments at various tempos</li> </ul>
<p><b>Aural Skills &amp; Application</b>  AKAS: A.3, B.1-2, C.3, D.1  NAME:</p>	<p><b>Students will:</b>  <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>○ demonstrate the ability to tune to a given pitch</li> <li>○ play and tune instrument to a given pitch from an electronic tuner or another instrument</li> <li>○ sing given pitch</li> </ul> </li> </ul> <u><b>Woodwinds and Brass</b></u>  <ul style="list-style-type: none"> <li>○ Continue to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <u><b>Brass</b></u>  <ul style="list-style-type: none"> <li>○ Introduce ability to tune properly while using various mutes</li> </ul> <u><b>Percussion</b></u>  <ul style="list-style-type: none"> <li>• Demonstrate ability to adjust tension on all types of drum heads and to tune timpani using a pitch pipe or by singing the tuning pitch</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Rearranging band members around the room to foster listening and intonation skills</li> <li>• Sing an entire piece</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify all notes in the appropriate clef</li> <li>• Identify and play sharp, double sharp, flat, double flat and natural signs</li> <li>• Memorize and play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, G, A<sup>b</sup>, D, A, G<sup>b</sup>, D<sup>b</sup>, B, and E major</li> <li>• Memorize and play a one-octave scale in the keys of e, a, d, g, c, f, bb, eb natural minor scales</li> <li>• Identify the difference between natural, harmonic, and melodic minor</li> <li>• Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>• Memorize and play a chromatic scale over the indicated range of the instrument in quarter notes</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Use alternate fingerings/positions</li> <li>○ Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Students sing their part</li> <li>• Two octave scales (range permitting)</li> <li>• Write the scales listed above in both concert and transposed key signatures</li> <li>• Recommended instrument ranges:  Piccolo D4 to C7 (c' - c''')</li> <li>Flute: C4 to C7 (c' - c''')</li> <li>Oboe: D4 to D6 (d' - d''')</li> <li>Bassoon: Bb1 to Bb4 (Eb - bb)</li> <li>Soprano/Alto Clarinets: E3 to G6 (E - g''')</li> <li>Bass Clarinet F3 to G5 (F - g'')</li> <li>Saxophones: Bb3 to F6 (bb- F''')</li> <li>Cornet or Trumpet: F#3 to C6 (f# - c''')</li> <li>F Horn: F3 to A5 (f - a'')</li> <li>Trombone or Baritone/Euphonium: F2 to Bb4 (F - bb')</li> <li>Tuba: F1 to G3 (F, - g)</li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter eighth, dotted half, dotted quarter, triplets and other beat/note divisions, dotted eighth, and sixteenth</li> <li>• Define and perform in all indicated meters</li> <li>• Identify polymetric and polyrhythmic idioms</li> <li>• Perform rhythm patterns incorporating fermatas, ties, and pickup notes</li> <li>• Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, 6/8, and common meters</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Syncopation activities</li> <li>• SmartMusic exercises</li> <li>• Allow students to conduct</li> <li>• Incorporate mixed meter and compound meter pieces</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic Awareness</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>◦ Identify, define, and use correct phrasing techniques</li> <li>◦ Play familiar, simple tunes by ear</li> <li>◦ Demonstrate ability to balance within the section and within the total ensemble</li> <li>◦ Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SmartMusic exercises</li> <li>• Sound Pyramid</li> </ul>
<p><b>Symbols &amp; Terms</b>  AKAS: A.2, B.1, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level band literature</li> <li>• Memorize all major key signatures</li> <li>• Define and play all indicated tempo markings as they occur in the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Quarterly music theory exam</li> <li>• Memorize relative minor key signatures</li> </ul>
<p><b>Notation &amp; Composition</b>  AKAS: A.1-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> <li>• Write the key signatures and related scales in written pitch</li> <li>• Identify whole steps and half steps and how they relate to major and minor scales</li> <li>• Identify the difference between relative and parallel minor keys</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Have students compose a short chamber music piece such as a percussion ensemble piece</li> </ul>
<p><b>Sight Reading</b>  AKAS: A.2-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop the ability to sight read music literature at the appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight-reading</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  AKAS: B.1, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Further develop the ability to identify the following musical styles: marches, orchestral transcriptions, popular compositions, and contemporary literature of appropriate level music</li> </ul>	<ul style="list-style-type: none"> <li>• Concert reports</li> <li>• Play recordings of standard concert repertoire</li> <li>• Melodic contouring exercises</li> <li>• Form mapping exercises</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Career Awareness</b>  <b>AKAS:</b> A.1, 3, C.1, 3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music:</li> <li>• Discuss ways to help achieve career goals</li> </ul>	<ul style="list-style-type: none"> <li>• Invite local musicians to speak in the classroom</li> <li>• Invite local music education professors to speak in the classroom</li> <li>• Create a resume</li> <li>• Google search music careers</li> <li>• Investigate public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, armed services musician, and others</li> <li>• Portfolios, recordings, videos, internships, scholarship information, and mentors</li> </ul>



# VARSITY BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Varsity Band</i> is open to any student with no previous instrumental training or those with less than one year’s experience. The instruments taught are restricted to those normally found in band classes. This is a progressive skills course which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Follow teacher’s directions</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Identify keys of the instrument by their proper names</li> <li>• Properly assemble and disassemble the instrument</li> </ul> <p><b><u>Reed Instruments</u></b></p> <ul style="list-style-type: none"> <li>○ Care for reeds properly</li> <li>○ Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>○ Main tuning slides</li> <li>○ Lubrication removal/application</li> <li>○ Water removal</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop playing posture and embouchure: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture (cont.)</b></p>	<p>watch the conductor at all times</p> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Properly support the instrument while sitting or standing to play</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	
<p><b>Concert &amp; Rehearsal Technique</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>• Stop playing, watch, and listen when the conductor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Develop appropriate practice techniques</li> <li>• Develop and utilize appropriate warm-up techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Teacher demonstrations</li> </ul>
<p><b>Tone Quality</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Develop awareness of ways to improve tone production</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Develop ability to use proper breathing techniques</li> <li>○ Develop evenly sustained straight tones using a good embouchure</li> <li>○ Use correct tonguing techniques</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Woodwind &amp; Brass Techniques</b></p> <p>AKAS: NAME:</p>	<p>sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ use slurs on consecutive harmonics (lip slurs)</li> </ul> </li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Develop proper slur technique with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> </ul>
<p><b>Percussion Techniques</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum</u></b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag, ruff, single ratamacue, triple ratamacue, all from open to closed to open</li> <li>◦ play single stroke and double stroke rolls from open to closed to open</li> <li>◦ play on the rim and rim-shots</li> </ul> </li> </ul> <p><b><u>Bass Drum, Cymbals, and Auxiliary Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ play with proper technique</li> <li>◦ play rolls on timpani, suspended cymbal, and triangle from open to closed to open</li> </ul> </li> </ul> <p><b><u>Mallet Percussion</u></b></p> <ul style="list-style-type: none"> <li>• play indicated scales</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Rubank method</li> </ul>
<p><b>Aural Skills &amp; Application</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and utilize the tuning mechanisms of the instrument</li> <li>• Develop the ability to tune to a given pitch</li> <li>• Play and tune instrument to a given pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Rearrange band members around the room to foster listening and intonation skills</li> </ul>

	<p>from an electronic tuner or another instrument</p> <ul style="list-style-type: none"> <li>• Sing given pitch</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Aural Skills &amp; Application (cont.)</b>	<p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> </li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ adjust tension on all types of drum heads and to tune timpani, all with the aid of the instructor</li> </ul> </li> </ul>	
<b>Musical Literacy</b> AKAS: NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Identify and play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, A, G, and D major for one octave</li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> <li>• Play a chromatic scale over the indicated range of the instrument</li> <li>• Write the scales listed above in both concert and transposed key signatures</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>◦ Use alternate fingerings/positions</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Identify and play pitches within the following ranges: <ul style="list-style-type: none"> <li>◦ Flute: eb to eb<sup>2</sup></li> <li>◦ Saxophone: c to c<sup>2</sup></li> <li>◦ French Horn: G to f1</li> <li>◦ Oboe: d to C<sup>2</sup></li> <li>◦ Bassoon: Bb<sup>b</sup> to c</li> <li>◦ Trombone or Baritone: F to d</li> <li>◦ Clarinet: E to C<sup>2</sup></li> <li>◦ Cornet or Trumpet: bb to f<sup>1</sup></li> <li>◦ Tuba: AA to C</li> </ul> </li> </ul>
<b>Rhythmic Literacy</b> AKAS: NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, dotted half, and dotted quarter; percussion to include sixteenth</li> <li>• Define and perform in common time, cut time, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Syncopation activities</li> <li>• SmartMusic exercises</li> </ul>

	<ul style="list-style-type: none"> <li>Perform rhythm patterns incorporating fermatas, ties, and pickup notes</li> <li>Replicate the conducting patterns used in 4/4, 3/4, and 2/4 meters</li> </ul>	
Concepts	Mastery Core Objectives	Suggested Activities
<b>Melodic Perception</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop the ability to: <ul style="list-style-type: none"> <li>identify, define, and use correct phrasing techniques</li> <li>play familiar, simple tunes by ear</li> </ul> </li> <li>Demonstrate ability to balance within the section and within the total ensemble</li> <li>Play indicated dynamics</li> </ul>	<ul style="list-style-type: none"> <li>SmartMusic exercises</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Define and demonstrate knowledge of: <ul style="list-style-type: none"> <li>various signs as they occur in the music: repeat sign, solo/soli/tutti/divisi/</li> <li>terms: unison, standard accent, tenuto, staccato, marcato, first and second endings, one measure repeat sign, long rest, D.C. al fine, and fermata</li> <li>define the following dynamic markings: p, mp, mf, f, and the symbols for crescendo and decrescendo</li> <li>identify key signatures indicated under the Pitch Perception Mastery Core Objective</li> <li>define and play all indicated tempo markings: andante, moderato, allegro, and ritardando</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post terms around the room</li> <li>Quarterly music theory exam</li> </ul>
<b>Notation &amp; Composition</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Draw the notes and rests and musical symbols previously introduced</li> <li>Complete a given melody by filling in the missing notes</li> <li>Write the aforementioned key signatures and related scales in concert pitch and transposed pitch</li> <li>Compose an ending to a given melody</li> <li>Compose a variation on a given melody</li> </ul>	<ul style="list-style-type: none"> <li>Write out scales</li> <li>Write out rhythms</li> </ul>
<b>Music Appreciation</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop knowledge and appreciation of</li> </ul>	<ul style="list-style-type: none"> <li>Play recordings and compare and contrast</li> </ul>

<b>AKAS: NAME:</b>	various styles of music other than current popular trends through listening in the classroom and attending live performances	
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# **Music Theory**

# ADVANCED PLACEMENT MUSIC THEORY

**Grades:** 11-12  
**Length:** Two Semesters  
**Prerequisite:** Teacher Recommendation

**Overview:**

*AP Music Theory* corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the proactive of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

*Visit the College Board: AP Central website for more information (<http://apcentral.collegeboard.com>).*



# MUSIC APPRECIATION

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Music Appreciation</i> will cover listening and discussion of Western music from Ancient World to the Middle Ages to the present. Contents include a discussion of musical concepts, evolution of forms, style, and media, and a detailed study of selected works from the concert repertoire.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Express a desire to experience the development of popular music from antiquity to present</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Develop a greater understanding of current musical trends through an appreciation of the historical development of music</li> <li>Increase knowledge of music fundamentals</li> <li>Increase awareness of the social, political, and economic influence on the development of music</li> <li>Learn to enjoy a variety of music activities through participating in or attending performances</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Forms</b>  <b>AKAS:</b> A.2, B.3, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Be introduced to a variety of musical forms</li> </ul>	<ul style="list-style-type: none"> <li>Form mapping</li> <li>Suggested forms for study include: Rondo, Binary, Sonata, Sonata-Allegro, Concerto, Oratorio, Symphony, Dance suites, Theme and variation, Mass, Motet, Chanson</li> </ul>
<p><b>Styles</b>  <b>AKAS:</b> A.2, B.1-3, C.1-2, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Be introduced to a variety of musical styles and genres</li> <li>Be introduced to a variety of music mediums and ensembles</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast different musical styles</li> <li>Styles and genres to include: Jazz, Avant-Garde, Improvisation, Secular, Sacred, Minimalism, 12-tone, Serialism, Impressionism</li> <li>Listening identification tests</li> <li>Listening examples</li> <li>Inviting guest artists to play for the class</li> <li>Mediums should include: Instrumental, Vocal, Orchestral, Solo, Chamber music, Concert band, Opera, Theatre, Electronic</li> </ul>
<p><b>Geographical Areas</b>  <b>AKAS:</b> A.1-2, B.1, 3, C.1, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Be introduced to music from a variety of regions and countries</li> </ul>	<ul style="list-style-type: none"> <li>Map tests</li> <li>Comparing present-day maps to era-specific maps</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Geographical Areas (cont.)</b>		<ul style="list-style-type: none"> <li>• Suggested countries of study include: Austria, United States, Ancient Greece, Ancient Rome, France, England, Germany, Italy, Russia</li> </ul>
<b>Notation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Be introduced to a variety of musical notations</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested notations for study include: church modes, modal notation, mensural notation, staff notation, tablature, rhythm notation, twentieth century abstract notation, etc.</li> </ul>
<b>Historical Connections</b> AKAS: B.3, C.-12, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Explore the following musical time periods: <ul style="list-style-type: none"> <li>○ Antiquity – 800</li> <li>○ Middle Ages – 800-1400</li> <li>○ Renaissance – 1400-1600</li> <li>○ Baroque – 1600-1750</li> <li>○ Classical – 1750-1820</li> <li>○ Romantic – 1820-1900</li> <li>○ 20th Century 1900-Present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Associate time periods with hallmark composers such as J.S. Bach, Mozart, Beethoven, Wagner, Debussy, Gershwin, Cage, etc.</li> <li>• Discuss advances in instrument technology with advancement in composition</li> </ul>

# THEORY OF MUSIC

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Theory of Music</i> is designed to develop students' abilities to recognize and understand the basic materials and processes in music. The course offers a solid foundation in intervals, pitch patterns, metric/rhythmic patterns, chords, musical composition, and the terms, rules, regulations that are a part of a basic understanding of music.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher's directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop appreciation of the study of music fundamentals with the knowledge gained through performing and listening</li> <li>• Continue to develop and refine abilities through the creative process to write original works or arrange current published materials for various sized groups and instrumentation</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Basic Materials of Music:  Time &amp; Sound</b>  AKAS: C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to develop understanding of time and sound: <ul style="list-style-type: none"> <li>○ sound waves</li> <li>○ pitch</li> <li>○ intensity</li> <li>○ timbre</li> <li>○ harmonic series</li> <li>○ partials and overtones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comparing sound waves to sine waves</li> <li>• Science of sound and frequency</li> </ul>
<p><b>Musical Terminology</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define and identify: <ul style="list-style-type: none"> <li>○ scale degree terms (e.g., tonic, supertonic)</li> <li>○ common tempo markings</li> <li>○ common expression marking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Word wall</li> <li>• Vocabulary quizzes</li> <li>• See glossary at <a href="http://www.essentialsofmusic.com">http://www.essentialsofmusic.com</a></li> </ul>
<p><b>Notation Skills</b>  AKAS: A.1-3, C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Notate and identify pitches in F clef, G clef, and C clef</li> </ul>	<ul style="list-style-type: none"> <li>• Use notation software</li> <li>• Write in pencil on staff paper</li> <li>• Use resources on <a href="http://www.emusictheory.com/practice.html">http://www.emusictheory.com/practice.html</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Meter &amp; Rhythm</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Notate, identify and understand: <ul style="list-style-type: none"> <li>○ relative value of notes and rests</li> <li>○ subdivisions of the beat</li> <li>○ simple meters</li> <li>○ compound meters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• See exercises on <a href="http://www.musictheory.net">http://www.musictheory.net</a></li> <li>• Use notation software</li> <li>• Rhythm flashcards</li> <li>• Use resources on <a href="http://www.emusictheory.com/practice.html">http://www.emusictheory.com/practice.html</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>
<p><b>Scales</b>  AKAS: A.1-2, C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to hear, and identify the following scales: <ul style="list-style-type: none"> <li>○ major scale</li> <li>○ natural minor scale</li> <li>○ harmonic minor scale</li> <li>○ melodic minor scale</li> <li>○ chromatic scale</li> <li>○ whole tone scale</li> <li>○ pentatonic scale</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use resources on <a href="http://www.emusictheory.com/">http://www.emusictheory.com/</a></li> <li>• See fundamentals of scales and key signatures on <a href="http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp">http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>
<p><b>Key Signatures</b>  AKAS: A.1-2, B.2, C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to notate, hear, and identify: <ul style="list-style-type: none"> <li>○ major keys</li> <li>○ minor keys</li> <li>○ relative keys</li> <li>○ enharmonic keys</li> <li>○ explain the circle of fifths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Memorize the Circle of Fifths</li> <li>• Learn steps that lead to WHY key signatures are built the way they are</li> <li>• Order of sharps and flats</li> <li>• Use resources on <a href="http://www.emusictheory.com/">http://www.emusictheory.com/</a></li> <li>• See fundamentals of scales and key signatures on <a href="http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp">http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>

<p><b>Intervals, Triads, &amp; Chords</b></p> <p>AKAS: A.1-2, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to notate, hear, and identify the following intervals: <ul style="list-style-type: none"> <li>○ perfect</li> <li>○ major</li> <li>○ minor</li> </ul> </li> <li>• Begin to notate, hear, and identify the quality of: <ul style="list-style-type: none"> <li>○ major and minor Triads</li> <li>○ seventh chords</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use resources on <a href="http://www.emusictheory.com/practice.html">http://www.emusictheory.com/practice.html</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Harmonization &amp; Voice Leading</b>  <b>AKAS:</b> A.1-2, B.2, C.1, 3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explore figured bass according to the rules of eighteenth century chorale style: <ul style="list-style-type: none"> <li>○ diatonic triads</li> <li>○ seventh chords</li> <li>○ inversions</li> <li>○ nonharmonic tones</li> <li>○ secondary-dominants</li> <li>○ dominant seventh chords</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use notation software</li> <li>• Study and Compare hymn arrangements</li> <li>• Simple Bach chorale analysis</li> </ul>
<p><b>Aural Skills</b>  <b>AKAS:</b> A.1-3, B.2, C.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to hear and identify: <ul style="list-style-type: none"> <li>○ key centers</li> <li>○ key relationships</li> <li>○ modulations</li> <li>○ cadences</li> </ul> </li> <li>• Begin to develop the following aural skills:</li> <li>• Detect pitch and rhythmic errors in written music</li> <li>• Notate a melody from dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of recorded examples</li> <li>• Instructor play examples</li> <li>• Suggestions for nonharmonic tones: passing tones, neighboring tones, anticipation, suspension, retardation, appoggiatura, escape tone, and pedal tone</li> </ul>

# **Alternate Style**

# CHAMBER ENSEMBLE

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Ensemble</i> is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to: guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Varsity</i> or <i>Concert Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will initiate self-discovery of musical styles</li> <li>• Sharpen analytical skills of musical history</li> <li>• Builds aesthetic appreciation of music across eras</li> <li>• Develop an appreciation of classical music</li> <li>• Synthesize knowledge, intelligence, and imagination of various music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Instrument Care</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the applicable instruments/equipment</li> <li>• Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage</li> </ul>	



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performance/Rehearsal Expectations</b>  <b>AKAS:</b> B.2-3, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing and resting positions.</li> <li>• Position stand and body to be able to watch the conductor/leader when applicable.</li> <li>• Stop playing, watch and listen when the conductor/leader stops the ensemble.</li> <li>• Understand appropriate concert etiquette as an audience member and a performer.</li> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument/equipment.</li> <li>• Demonstrate increased awareness of ways to improve tone production</li> <li>• Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing</li> </ul>	
<p><b>Music Notation</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable)</li> <li>• Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style)</li> </ul>	
<p><b>Rhythmic Knowledge</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Count and perform rhythm patterns combining various notes and rests appropriate for the age/skill level of the ensemble</li> </ul>	
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Will experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances</li> </ul>	

# BEGINNING GUITAR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Guitar</i> is designed for the students who wish to learn how to play the guitar. Students must supply their own strings, picks, acoustical guitar, and books. The class will spend time on scales, technical exercises, solo and ensemble literature, and appropriate level guitar ensemble literature.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor's directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make critical and constructive criticism of one's own performance and the performance of others</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of instrument</li> <li>• Demonstrate proper care of the instrument: <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques</li> <li>○ proper storage in the case</li> <li>○ proper use and maintenance of humidifier (opt)</li> </ul> </li> <li>• Demonstrate proper technique of string replacement and peg adjustment</li> </ul>	<ul style="list-style-type: none"> <li>• Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the proper playing posture: <ul style="list-style-type: none"> <li>○ keeping the back straight</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and monitor students' posture</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Playing Posture (cont.)</b>	<ul style="list-style-type: none"> <li>○ placement of guitar body on upper leg</li> <li>○ optional use of foot stand</li> <li>○ angle of guitar neck</li> <li>○ correct left and right hand position</li> </ul>	
<b>Tone Quality</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop sound demonstrating the characteristic tone of the guitar:               <ul style="list-style-type: none"> <li>○ placement of left hand fingers on strings</li> <li>○ correct placement of left thumb on neck</li> <li>○ right hand strumming and picking techniques</li> <li>○ develop awareness of ways to improve tone</li> <li>○ develop awareness of ways to alter tone</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Introduce p, i, m, a: the Spanish terminology for the right hand for picking technique</li> </ul>
<b>Tuning Techniques</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to hear matched pitches:               <ul style="list-style-type: none"> <li>○ tuning to the piano keyboard</li> <li>○ tuning to a pitch pipe</li> <li>○ tuning the sixth string and using the 5th and 4th fret tuning technique</li> <li>○ tuning with an electronic tuning device</li> <li>○ develop awareness of peg rotation and its effect on tuning</li> </ul> </li> </ul>	
<b>Musical Theory</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Define and draw the treble (G) clef</li> <li>• Define and draw the lines and spaces</li> <li>• Define and draw the ledger lines used in music</li> <li>• Define and draw bar lines, double bars, repeat signs, and all other markings applicable to the performance of the music</li> <li>• Develop the ability to understand and read TAB</li> </ul>	<ul style="list-style-type: none"> <li>• Provide music staff paper for students to practice drawing the different symbols</li> <li>• Have students find TAB for a favorite song online, download it, and learn to read and play</li> </ul>
<b>Rhythmic Perception</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to count and perform rhythm patterns combining various notes and rests: whole, dotted half, half, dotted quarter, quarter, and eighth</li> </ul>	<ul style="list-style-type: none"> <li>• Practice conducting patterns for the different time signatures using simple melodies for examples to conduct</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythmic Perception</b> AKAS: NAME:	<ul style="list-style-type: none"> <li>• Define and perform in 4/4, 3/4, and 2/4 meter</li> <li>• Understand and replicate the conducting patterns of 4/4, 3/4, 2/4 meters</li> <li>• Define and perform the various gestures used by conductors</li> <li>• Perform rhythm patterns using fermatas, ties, and pickup notes</li> </ul>	
<b>Melodic Perception</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ play familiar, simple melodies by ear</li> <li>○ balance with the section and the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in small ensembles for the class, with assessment by peers and teacher</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>○ define and perform knowledge of various signs as they are introduced in the music</li> <li>○ define and perform the various dynamic symbols</li> <li>○ define and perform the various tempo markings</li> <li>○ identify the various key signatures</li> <li>○ define and perform the chord symbols</li> <li>○ define and perform the various major and minor scales</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform individually and in small ensembles for the class, with assessment by peers and teacher</li> </ul>
<b>Notation &amp; Composition</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Draw the notes and rests introduced:               <ul style="list-style-type: none"> <li>○ write the key signature and scales</li> <li>○ complete a given melody by filling in the missing notes</li> <li>○ compose an ending to a given melody</li> <li>○ compose a variation to a given melody</li> <li>○ compose, notate, and perform an original song including melody, lyrics, and chord symbols</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write a simple folk or rock style song using I, IV, V and or V7 chord progression, with melody, lyrics and proper notation</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Chordal Accompanying</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify and define major and minor chords as they appear in the music</li> <li>○ use correct fingerings for each chord that appears in the music</li> <li>○ use various accompanying strums as appropriate to the time signature and style (e.g., finger style, blues, jazz, flamenco, 2/4, 3/4, 4/4, etc.)</li> <li>○ switch between chords without hesitation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice filling in chord frames for chords learned, with correct fingerings and correct chord names</li> <li>• Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard</li> </ul>
<p><b>Improvisation</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ improvise in common major and minor scales and modes</li> <li>○ create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and the chord symbols provided</li> <li>○ improvise by ear over a provided accompaniment</li> </ul> </li> </ul>	
<p><b>Music Appreciation</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and appreciation of various styles of music, other than the current popular trends, through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• As students are introduced to the different styles, almost all of the guitarists have websites dedicated to them, with videos available of their performances, and downloads of their techniques are available</li> </ul>

# INTERMEDIATE GUITAR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> <i>Beginning Guitar</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Guitar</i> is designed for the students who wish to continue learning to read and play music on the guitar. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of instrument.</li> <li>• Demonstrate proper care of the instrument: <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques</li> <li>○ proper storage in the case</li> <li>○ proper use and maintenance of humidifier (opt)</li> <li>○ demonstrate proper technique of string replacement and peg adjustment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music</li> <li>• Demonstrate proper techniques for replacing a string</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the proper playing posture: <ul style="list-style-type: none"> <li>○ keeping the back straight</li> <li>○ placement of guitar body on upper leg</li> <li>○ optional use of foot stand</li> <li>○ angle of guitar neck</li> <li>○ correct left and right hand position</li> <li>○ introduce shifting and position playing</li> <li>○ use appropriate fingerings for each chord that appears in the music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and monitor students' posture</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tone through the use of a pick and/or strumming with the right hand</li> <li>• Develop awareness of ways to improve tone</li> <li>• Develop awareness of ways to alter tone</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Continue to reinforce the picking techniques for RH using <i>p, i, m, a</i>: by introducing more literature that reinforces this technique</li> </ul>
<p><b>Tuning Techniques</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Tune to the piano keyboard</li> <li>• Tune to a pitch pipe</li> <li>• Tune the sixth string and using the 5th and 4th fret tuning technique</li> <li>• Tune with harmonics</li> <li>• Tune with an electronic tuning device</li> <li>• Develop awareness of peg rotation and its effect on tuning</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to tune their own guitars</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to count, clap, and perform rhythm patterns combining various notes and rests: whole, dotted half, half, dotted quarter, quarter, and eighth</li> <li>• Define and perform in 4/4, 3/4, 6/8, and 2/4 meter</li> <li>• Count, clap, and perform rhythm patterns using fermatas, ties, and pickup notes</li> <li>• Select various strumming patterns and determine appropriateness for the style and context of the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Practice conducting patterns for the different time signatures using simple melodies for examples to conduct</li> <li>• Have students create and notate rhythm patterns to strum on the guitar</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> B.2, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ play familiar, simple melodies by ear</li> <li>○ use contrasting dynamics and various tempo markings</li> <li>○ define and perform fundamental I, IV, and V chords (with the help of the circle of fifths)</li> <li>○ read and play chords using a chord chart</li> <li>○ define and perform the various major and minor scales</li> <li>○ continue to develop chord vocabulary (memorized chords)</li> <li>○ read and play melodies using tab and/or standard notation in various positions</li> <li>○ use appropriate fingerings for each chord that appears in the music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in small ensembles for the class, with assessment by peers and teacher</li> <li>• Play a scale in thirds</li> <li>• Balance with the section and the total ensemble</li> <li>• Identify the various key signatures</li> <li>• Perform individually and in small ensembles for the class, with assessment by peers and teacher</li> <li>• Define treble (G) clef, the lines and spaces, ledger lines used in music, bar lines, double bars, repeat signs, and all other markings applicable to the performance of the music</li> <li>• Have students find TAB for a favorite song on-line; download it; learn to read and play</li> <li>• Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard</li> <li>• Practice filling in chord frames for chords learned with correct fingerings and correct chord names</li> </ul>
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-3, B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Symbol: write a song using a chord progression</li> <li>• Create a melody and notate using TAB and/or standard notation</li> </ul>	<ul style="list-style-type: none"> <li>• Transcribe a simple classical piece for guitar or ensemble, and perform for the class</li> <li>• Introduce basic binary form (AB and ABA) for composing</li> </ul>
<p><b>Improvisation</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ improvise in common major and minor pentatonic scales</li> <li>○ create improvised solos using melodic line, rhythm, tone quality, and style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will need to be familiar with the guitar fingerboard and scales, basic chord structures, and inner voices of chord structures to begin improvisation</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of various styles of music utilizing guitar, other than the current popular trends, through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• As students are introduced to the different styles, almost all of the guitarists have websites dedicated to them, with videos available of their performances, and downloads of their techniques are available</li> </ul>



# STEEL PAN ENSEMBLE

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Steel Pan Ensemble</i> is designed for students who wish to learn how to play instruments in a steel drum ensemble. The course will spend time on scales,-solo and ensemble literature, and appropriate level music written for the <i>Steel Pan Ensemble</i>. This is a progressive skills course which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument</li> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument care day</li> <li>• Instrument demonstrations</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position.</li> <li>• Position stand, and body to be able to watch the conductor at all times.</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Posture tests</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations</b>  AKAS: B.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>	<ul style="list-style-type: none"> <li>• Call and Response activities</li> <li>• Explanation of engine room</li> </ul>
<p><b>Tone Quality</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate awareness of the sweet spot for each note on assigned steel pan</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations of sweet spot</li> </ul>
<p><b>Musical Literacy</b>  AKAS: B.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> <li>• Identify and play sharp, flat, and natural signs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and naturals signs</li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>
<p><b>Melodic Awareness</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of phrasing as it pertains to form in a piece</li> <li>• Play simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the whole ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil in sections of the form</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Symbols &amp; Terms</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>• Memorize all major and minor key signatures indicated</li> <li>• Define and play all indicated tempo markings</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols and Terms' quizzes or tests</li> </ul>
<b>Musical Styles</b> AKAS: B.1-3, C.1-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Be exposed to varying styles of traditional steel pan music including but not limited to calypso, soca, and reggae</li> </ul>	
<b>Sight Reading</b> AKAS: B.1, 3, C.1-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop the ability to sight read appropriate level music literature</li> </ul>	<ul style="list-style-type: none"> <li>• Sight read simple tunes</li> </ul>
<b>Music Appreciation</b> AKAS: B.1, C.1-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and/or attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• Play listening examples as part of your anticipatory set</li> </ul>

# STEEL PAN ENSEMBLE, ADVANCED

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Audition Only</p>	<p><b>Overview:</b>  <i>Advanced Steel Pan Ensemble</i> will spend time on scales, etudes, solo and ensemble literature, and appropriate level music written for steel drum ensemble. This group is a performance ensemble and represents the school at public functions and evening performances. This is a progressive skills course which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor's directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument</li> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument care day</li> <li>• Instrument demonstrations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand, and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Posture tests</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos.</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> </ul> <p>Understand appropriate concert etiquette as an audience member and a performer</p>	<ul style="list-style-type: none"> <li>• Call and Response activities</li> <li>• Explanation of engine room</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate increased awareness of the sweet spot for each note on assigned steel pan</li> <li>• Demonstrate increased awareness of variations in sound which result in using different mallets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations of sweet spot</li> </ul>
<p><b>Musical Literacy</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and play a one octave scale, appropriate range permitting, in c and f major</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and natural signs</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, sixteenth, dotted half, and dotted quarter</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>
<b>Melodic Awareness</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify, define, and use correct phrasing techniques</li> <li>• Play simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the whole ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil in sections of the form</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>• Memorize all major and minor key signatures indicated</li> <li>• Define and play all indicated tempo markings</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols and Terms' quizzes or tests</li> </ul>
<b>Musical Styles</b> AKAS: B.1-3, C.1-2, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Define and play the following musical styles: calypso, soca, and reggae</li> </ul>	
<b>Sight Reading</b> AKAS: B.1, 3, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sight read appropriate level music literature</li> </ul>	<ul style="list-style-type: none"> <li>• Sight read simple tunes</li> </ul>
<b>Music Appreciation</b> AKAS: B.1, C.1-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• Play listening examples as part of your anticipatory set</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Improvisation</b></p> <p><b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2</p> <p><b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ improvise in common major and minor scales and modes</li> <li>○ create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and the chord symbols provided</li> <li>○ improvise by ear over a provided accompaniment</li> </ul> </li> </ul>	

